Cornell University

Report from the Task Force on Internationalization

presented to

President David J. Skorton
Provost Kent Fuchs
Provost and Dean Laurie H. Glimcher

Christopher Barrett
Tsuhan Chen
Madelon Finkel
Peter Katzenstein
Sarosh Kuruvilla
Fredrik Logevall
Susan McCouch
Rebecca Stoltzfus
Chantal Thomas
Alfonso Torres (Chair)

Respectfully Submitted October 11, 2012
Executive Summary

The Task Force on Internationalization shares President Skorton’s concerns about the lack of sufficient attention in recent years regarding internationalization activities and joins him in the call for Cornell to reassert global leadership in academics, research, and engagement.

We define internationalization as a commitment, confirmed through actions, to infuse international and comparative perspectives into teaching, research, and engagement. Internationalization goes beyond the availability of international studies or engagement activities. It is an ethos and vision to bring the world to Cornell and Cornell to the world.

We are fully aware of the tensions between centralization and de-centralization of university initiatives. We reaffirm the importance of faculty and colleges as the main drivers for the internationalization of Cornell. However, decentralized initiatives must be coordinated, supported, and enhanced by a strong and well-defined central administration. We are especially excited to propose a range of recommendations focused around three core efforts.

1) Expand and enhance the number and quality of student opportunities for meaningful international experiences linked to their curriculum. Expanded student travel grants, engaged learning and research opportunities, international partnerships, and new lower division undergraduate courses. Introduce an internationalization requirement for all undergraduates and administrative reorganization to support ‘one stop shopping’ for students seeking to engage in study or research abroad and reinforcement of foreign language instruction. With these enhancements, Cornell can attain at least 50% of undergraduates with a substantive international experience by graduation.

2) Realize the original vision of the Einaudi Center “to stimulate, support, and coordinate the university’s efforts in all facets of international studies and activities.” This requires reinforcing the center’s existing area studies, development, and thematic programs, improving connectivity beyond traditional bases in the humanities and social sciences to include the natural sciences and engineering. The center can help recruit and retain the brightest scholars to connect teaching, research, and outreach around geographic and thematic foci. Internationalization is one domain in which Cornell can take substantial steps toward realizing the vision of One Cornell across colleges and campuses.

3) Ensure international education, research, and engagement are woven into academic life structures. Internationalization must involve curricula, faculty, cross-college leaders, university-wide centers, senior leaders, alumni, trustees, and donors. We call for comprehensive action throughout all levels of the Cornell community.

Such ambitious plans must be supported by significant financial investments. President Skorton’s pledge to support internationalization activities with $3 million/year for the next five years is a significant step in that direction. Maintaining this commitment translates into a charge to the Office of Alumni Affairs and Development to generate endowments that can generate an additional $3 million/year to sustain internationalization efforts after the initial five-year funding expires.
Section 1 Introduction

In a time of enormous change for Cornell and the world at large and in response to President Skorton’s March 2nd, 2012 white paper “Bringing Cornell to the World and the World to Cornell,” 1 Provost Kent Fuchs in consultation with President David Skorton and WCMC Dean and Medical Provost Laurie Glimcher, appointed a faculty Task Force on Internationalization (TFI) in late February, 2012. Its charge, in a nutshell, was “to develop a relatively brief, actionable, and focused plan for enhancing Cornell’s excellence in international studies and international engagement.”2

Before reporting on our deliberations and specific recommendations, we set the stage with some general remarks that underline the seriousness of the challenge faced by Cornell in the area of internationalization. The current situation is brought into sharp focus by considering the following six points.

• Cornell’s once eminent position in international studies has eroded greatly during the last 30 years. While many of its peer institutions invested heavily in highly visible and well-focused international activities, Cornell stood still. In the 1980s and 1990s attempts to make the Mario Einaudi Center for International Studies (Einaudi Center) the pivot for international study and engagement at Cornell did not succeed. The university has paid a high price by failing to concentrate its intellectual energies, coordinate its institutional capacities, and develop its financial resources in support of its many internationalization activities. Although the Einaudi Center is officially a central university resource serving all colleges, there is widespread misperception that it remains a unit serving only the College of Arts & Sciences.

• One measure of Cornell’s relative decline is the number of U.S. Department of Education funded National Resource Centers (NRC), down from six in 1988 to three in 2012. A considerable number of our peer universities have six to eight NRCs. Future funding of NRC centers remains contingent on the fiscal policy of the federal government. Emergency allocations of the provost to counter the withdrawal of federal support may have to become permanent.

• In line with other units of the university, between 2008 and 2012, the Einaudi Center, which serves as a hub for international studies has experienced a 37% contraction of core program funding and a 17% reduction in its overall budget.

---

1 Full text of president’s white paper is included in Appendix A.
2 Task Force membership and affiliations, charge, and approach summarized in Appendix B.
This contraction occurred as the demands for higher levels of international activities increased sharply. In a recent student survey, 89% of Cornell’s Class of 2016 asserts it is very important (38%) or essential (51%) that Cornell provide a global perspective to their education (2012 New Student Survey).

• Together with all other universities, Cornell is facing an acute crisis in the teaching of foreign languages, brought about by the fiscal retrenchment of the federal government; this new reality requires a thorough review of the language program, which is at the core and center of academic excellence in international studies, and the infusion of very substantial university resources to compensate for the cutting of government support.

• The uncertainty about the future structure of Cornell Abroad has significantly hampered university efforts to chart a new course. The data for undergraduate education, however, are grim. While Cornell ranked 15th in 2003 among research institutions in the percentage of undergraduates (31.9%) studying abroad, by 2008-09 it had fallen out of the top forty universities to 20.9%. Cornell fell behind Dartmouth, 61.2%; Stanford, 47.4%; Brown, 37.1%; University of Pennsylvania, 36.9%; Harvard, 35.9%; Yale, 34.1%; and the University of Chicago, 33.1% (2009 Open Doors report).

• President Skorton’s white paper, his decision to appoint the task force, and his commitment of $3 million supporting international activities during each of the next five years are important initiatives. To maintain this level of funding, the TFI recommends the university set a campaign goal to secure an endowment of at least $70 million to sustain the annual level of funding for internationalization beyond the initial period of five years.

The TFI is convinced that the coming years are critical in determining whether the university can reverse adverse trends and reclaim ground lost due to lack of organizational coherence, competing commitments, lack of attention, outright opposition, and sheer inertia. Reversing this downward slide will not be easy. But with vigorous leadership, well-chosen priorities, and adequate resources sustained beyond President Skorton’s present five-year commitment, chances are good that the university will succeed in forging a new position of leadership.
Cornell has significant institutional strengths and great intellectual depth in a wide range of international activities, but these strengths are scattered and lack the necessary coordination to make the whole of Cornell’s internationalization greater than the sum of its parts. Members of the faculty figure prominently in a diverse array of high profile, internationally oriented programs, research projects, curriculum offerings, and forms of public engagement (see partial list in Appendix G). Building on the many areas of excellence and competitive advantage, we seek to enhance the visibility and impact of promising activities and to create new initiatives as faculty interests, funding and external opportunities become available.

Cornell’s inherent comparative advantage in internationalization originates from several traditional strengths.

First, Cornell is the only university that is at once an Ivy League institution with exceptional faculty across the disciplines and also a land grant university with a strong tradition of cooperative extension and outreach. This endows Cornell with comparative advantage in applied research; perhaps especially in the agricultural sciences, veterinary medicine, human ecology, and industrial and labor relations, all colleges that have no counterpart elsewhere in the Ivy League or in similar peer research universities (e.g., Cal Tech, Chicago, Duke, MIT, Stanford).

Second, Cornell has historically had leading area studies programs in different world regions and an extremely strong presence in particular countries.

Third, Cornell is embarking on an unprecedented technology-focused venture in its state-of-the-art New York City Tech Campus. This is a novel application of the land grant ethos to engineering and applied sciences.

Fourth, Cornell has numerous disciplinary departments of particular repute, with half of its graduate fields within the top ten range for the overall quality measure in the most recent (2010) National Research Council rankings. These areas of strength cut across the agricultural sciences, engineering, humanities, biological and health sciences, mathematical and physical sciences, and the social and behavioral sciences. There are several areas of unrealized potential: one is in global health studies and engagement involving Weill Cornell Medical College with a number of human and animal health programs across the Ithaca campus. These are the opportunities that a revitalized internationalization leadership at Cornell can develop through a university-wide meeting of interested faculty.

In addition to maintaining and reinforcing areas of current or emergent

4 See Appendix C for a description of the WCMC Global Health Initiative
comparative advantage, it is essential to invest in foundational areas of strategic importance. This includes, in particular, foreign languages and cultural studies in the humanities and social sciences that inform students’ and scholars’ understanding of key world regions. Most of these have a strong affiliation with area studies programs, which can serve a valuable integrative function between the humanities and the applied sciences, in which Cornell holds comparative advantage.

Time and again, the TFI has been amazed at the breadth and depth of Cornell’s international reach. Yet, the decentralized nature of Cornell has led to underperformance compared to other research universities. Decentralization has made it difficult for the university’s leadership to spot adverse trends early because of the difficulty in accessing data – financial, personnel, instructional, organizational – by which to make even a rough assessment about the university’s investment in various aspects of international study and engagement. While international activities are occurring in every part of the university, it is currently extremely difficult to assess either their level or success.

Recognizing the crisis is acute and the challenge is formidable, the TFI has developed a series of recommendations that, with the support of the President’s $15 million fund for international activities for the next five years, are designed to:

- Stem or reverse adverse trends,
- Launch critical new initiatives that will help coordinate and integrate internationalization activities across the university, and
- Set the stage so that new leadership in internationalization can emerge.

This report presents different institutional arrangements to enhance internationalization efforts, insists that by 2015 the Development Office will establish a series of realistic five-year plans to support Cornell’s growing internationalization activities, and recommends mechanisms for monitoring progress as we seek to bring the world to Cornell and Cornell to the world.

**Section 2  Leveraging Cornell’s Intellectual Assets**

Cornell’s challenge is not a lack of faculty with international experience and global interests, but rather a lack of coordination and integration of internationalization activities, particularly across disciplines, departments and colleges. In addition, financial and transaction costs for global activities are high, particularly for students seeking to participate.
The Mario Einaudi Center for International Studies (Einaudi Center), originally established “to stimulate, support, and coordinate the University's efforts in all facets of international studies and activities,” should play an important role in addressing organizational and coordinating issues. Strengthening the Einaudi Center will provide a clear focus for internationalization activities on campus and is key to helping Cornell regain the prominence it once had in this area. Additionally, focused programmatic enhancements are suggested to meet goals of increased communication and increased incentives for collaboration, and can be undertaken in concert with administrative changes.

Cornell’s formidable faculty is critically important to internationalization, as expressed by the president in his writings this year. The scope and breadth of international experiences amongst the faculty in any given department or college is quite remarkable and is one of our university's strengths. However, the university's decentralized administrative structure makes it difficult to locate commonalities and potential synergies across college and disciplinary divisions.

The level of internationalization activities in departments and colleges cannot be judged by the country-of-origin composition of the faculty in those same units. It is quite common that while Cornell faculty have very strong international linkages with academic institutions abroad, many of those activities are based on informal or “non-official” agreements. In a great number of cases they involve only the principal faculty member, thereby missing the opportunity to include other faculty members or students in these “personalized” international programs.

**Expand the Scope of Existing Programs**

**Recommendation 1**

Expand the scope of the Einaudi Center’s area study, development, and thematic programs to include additional faculty and activities from the natural, applied sciences and engineering whether social, environmental, or health focused. Such expansion of scope will change the area study programs from a traditional model driven by the National Resource Centers and the U.S. Department of Education to a broad, multidisciplinary approach.

Cornell has long pursued internationalization through both geographically-defined area study programs (ASPs) and problem-based development in thematic programs. This model has proven effective and it can be expanded through the Einaudi Center if the Einaudi Center is given the authority to participate in the:

---

5 [http://einaudi.cornell.edu/history](http://einaudi.cornell.edu/history)
• Creation of new programs to fill emerging lacuna,
• Sunset of programs no longer meeting priority needs, and
• Reallocation of resources in support of existing or new programs.

The Einaudi Center can play a key role in enhancing activities for the internationalization of Cornell’s faculty and programs through strategic use of the area study programs (ASPs). ASPs transcend traditional academic, professional, and national boundaries in the study of major regions of the globe. They gather faculty members from both traditional liberal arts and applied disciplines including government, history and history of art, business and finance, industrial and labor relations, agriculture, health sciences, economics, development sociology, linguistics, literature, anthropology, and music. This fact makes the ASPs ideal vehicles for a regional focus of internationalization efforts across all of Cornell’s academic disciplines.

The TFI recommends that the ASP academic disciplines be expanded in scope and funding to include a greater number of faculty and activities from the natural and applied sciences whether they are social, environmental, or health. Broadening the focus of the ASPs to highlight some of Cornell’s distinctive and globally recognized strengths in engineering, agriculture, and health sciences would bring unique strengths to the ASPs and would help distinguish them from programs at peer institutions lacking these disciplines and dimensions of international engagement. This does not mean to imply contempt for the National Resource Centers (NRC)/U.S. Department of Education model of the ASPs. Quite the contrary, the purpose is to stress the fundamental role the ASPs play in supporting the internationalization Cornell University, while maintaining as much federal title VI funding as possible.

The active geographic focus of the ASP - in coordination with existing and future thematic internationalization programs, and with a full integration across undergraduate, professional and graduate education activities - would provide coordinated and expanded opportunities to focus international studies and international engagement activities across all disciplines and all areas of the world. Additional funding for the Einaudi Center will be required to ensure appropriate and necessary oversight of the expansion of roles and the range of activities.

The main roles of the ASPs should include:

• Leadership and coordination in multidisciplinary internationalization activities that cut across college/department barriers within assigned geographic areas.
• Provision of significant input on the delivery and enhancement of language training programs prevalent in the area of study.

• Provision of significant input on the delivery and enhancement of courses, seminar series, or other forms of engagement specifically related to their geographic area of interest.

• Development, enhancement and maintenance of minor areas of academic concentration available for undergraduate students.

• Development, promotion and coordination of international engagement of Cornell students (undergraduate, professional, and graduate) in the geographic area of responsibility in collaboration with Engaged Learning + Research, study abroad and other relevant academic or administrative units.

• Promotion and sponsorship of publication of scholarly monographs, collections of critical essays, translations of literature as well as critical works of literary criticism and social analysis, and specialized textbooks pertinent to the geographic area.

• Coordination of faculty research grants and faculty professional development grants, visiting scholars, logistical support for visiting faculty/speakers, for conferences and workshops related to the geographic area of interest.

Currently there are six area study programs as follows:

• Cornell Institute for European Studies

• East Asia Program (*)

• Institute for African Development

• Latin American Studies Program

• South Asia Program (*)

• Southeast Asia Program (*)

(*) Designated as National Resource Centers (NRC)

Under this model, one major part of the world is not represented in Cornell’s ASPs: the Middle East. Two groups are focusing on this part of the world. One is the Near Eastern Studies Department, already serving as the central hub at Cornell for

---

6 Formerly named Center for Community Engaged Learning and Research (CCELR).
7 [http://neareasternstudies.cornell.edu/](http://neareasternstudies.cornell.edu/)
teaching and research on the Near East/Middle East. Near Eastern Studies offers instruction to undergraduate and graduate students on languages, literatures, cultures, religions, and history of the region. Second is the Comparative Muslim Societies Program\(^8\) that operates as a thematic program under the Einaudi Center to promote the comparative study of Muslims and Muslim Societies between and across the boundaries of traditional area study programs.\(^9\)

**Reinforce Development and Thematic Programs**

**RECOMMENDATION 2**

Consider the feasibility and associated resource requirements of substantially building the thematic Comparative Muslim Societies Program, which already exists under the Mario Einaudi Center for International Studies in order to compensate for the lack of an area study program focused on the Middle East.

Historically, the Einaudi Center’s development and thematic programs, including the Reppy Institute, CIIFAD, etc., have been an area of comparative advantage for Cornell. It is important that the Einaudi Center is positioned to develop new programs cutting across regions of the globe and to reinforce existing ones. These programs work synergistically with the area study programs and are in many cases more attractive to applied scientists and engineers who, at present, are too rarely connected into Einaudi Center programming.

Currently, there are six development studies programs:

- Comparative Economic Development Program
- Cornell Food and Nutrition Policy Program
- Cornell International Institute for Food, Agriculture and Development
- Global Health Program
- Population and Development Program
- International Programs in the College of Agriculture and Life Sciences (IP/CALS)

---

\(^8\) [http://einaudi.cornell.edu/ccms/](http://einaudi.cornell.edu/ccms/)

\(^9\) There are additional programs on campus that focus on specific aspects of Middle East studies, such as the Clarke Initiative for Law and Development in the Middle East and North Africa. [http://www.lawschool.cornell.edu/international/clarke-initiative/index.cfm](http://www.lawschool.cornell.edu/international/clarke-initiative/index.cfm)
There are also six thematic programs:

• Comparative Muslim Societies Committee (CMSC)
• International Studies in Planning
• International Political Economy (IPE)
• Judith Reppy Institute for Peace and Conflict Studies
• International Programs at the Law School
• International Business Education Program

The main roles of the development and thematic programs should include:

• Leadership and coordination of multidisciplinary internationalization activities cutting across college/department barriers centered on the development or thematic focal problem(s).

• Provision of significant input on the delivery and enhancement of courses, seminar series, or other academic activities specifically related to the development or thematic focal problem(s).

• Development, enhancement and maintenance of minor areas of academic concentration available for undergraduate students.

• Development, promotion and coordination of international engagement of Cornell students (undergraduate, professional, and graduate) on the program focal problem(s) in collaboration with Engaged Learning + Research, study abroad, and other involved academic or administrative units.

• Coordination of Faculty Research Grants and Faculty Professional Development Grants, Visiting Scholars, logistical support for visiting faculty/speakers, for conferences and workshops related to the program focal problem(s).

• Promotion and sponsorship of publication of scholarly monographs, collections of critical essays, translations of literature as well as critical works of literary criticism and social analysis, and specialized textbooks pertinent to the program focal problem(s).
Create Internationalization Fellowships

RECOMMENDATION 3

Create a new Internationalization Fellows Program within the Mario Einaudi Center for International Studies for newly hired or newly tenured faculty in order to enhance faculty recruitment and retention, to expand the scope of Einaudi Center programs, and to enhance the connectivity of internationalization across campus.

As suggested by President Skorton, create incentives for faculty members (particularly new ones) to become more engaged in internationalization activities. With that in mind, the TFI proposes the establishment of “Skorton Internationalization Fellowships” for engagement of newly hired faculty or recently tenured faculty, in multidisciplinary internationalization activities. Support these internationalization fellows through the expansion of the area study, development, and thematic programs within the Einaudi Center.

The TFI discussed “international professorships” as mentioned by President Skorton in his white paper. The group noted the historical origin of this title, and noted it was purely honorary. The title did not confer any level of responsibility, nor seek to catalyze an active role for “international professors” within the university. These issues can be avoided through the following suggestions.

In the case of new hires, Internationalization Fellowship funds can be used to recruit faculty who may have an interest in participating in an expanded Einaudi Center. Departments can work with the Einaudi Center to create internationalization programs and economic incentives to attract new faculty or to retain newly tenured Cornell faculty. Colleges/departments would retain full authority over hiring, but the Einaudi Center director would hold authority for allocating Internationalization Fellowship funds through a selection committee composed of faculty from across campus. Internationalization Fellowship awards would last three years and would provide faculty awardees with a modest amount of research support funding and office space in Uris Hall to enable the fellow to interact with other faculty members in multidisciplinary internationalization activities. In addition, some salary recovery would flow back to the fellow’s academic department.

Newly tenured faculty members seeking Internationalization Fellowships would work through their department(s) and the Einaudi Center to create opportunities and economic incentives for work within a specific Einaudi Center program over three years. Appointed faculty members would receive research support funding, some salary recovery for their academic department, and office space in Uris Hall to enable the fellow to interact with other faculty members in multidisciplinary internationalization activities.
It is expected that the Internationalization Fellows will be engaged in the development, enhancement, and delivery of internationalization foundation courses directed to freshman and sophomore undergraduate students, as well as higher level courses for professional and graduate students. The emphasis on first and second year undergraduates is intended to expose students to international topics early in their undergraduate careers. If we are to reach the goal of 50% of undergraduates with an international experience before graduation, a lot more needs to be done early in the undergraduate curriculum to support an internationalization horizon for all Cornell students. Development of “freshman colloquia,” multidisciplinary discussion groups, and perhaps a freshman reading book with an emphasis on internationalization will go a long way in enhancing faculty and student interest and engagement in internationalization efforts.

Section 3 Reform Cornell’s Curriculum

There is growing recognition on university campuses across the world that internationalization is important in every aspect of higher education. If we are to educate students for global citizenship, we must offer them language study, an understanding of history and of cultures beyond their own, and meaningful international experiences. We must equip them to live and work in a world whose chief problems transcend national boundaries.\(^{10}\) President David J. Skorton

Direct international experiences should be scaled up through concerted effort. Fifty percent participation (compared to the estimated current figure of 27%) is a reasonable objective for the next decade, provided that Cornell implements mechanisms and funding to facilitate the achievement of this ambitious goal. To accomplish this, the TFI discussed two modalities for increasing the internationalization of Cornell students at the undergraduate, professional, or graduate levels:

(i) on-campus activities, including formal academic international studies and campus interaction with international students; and

(ii) off-campus activities, including study abroad experiences and international engaged learning through research, internships, and service-learning.

These two modalities are not independent from each other. On the contrary, they reinforce each other to provide a comprehensive plan to provide our students with

---

\(^{10}\) President Skorton’s March 2\(^{nd}\), 2012 White Paper “Bringing Cornell to the World and the World to Cornell” (Appendix A).
the knowledge base (languages, history, cultures, etc.) to function more effectively in a global environment and become “citizens of the world.”

**Internationalization Curriculum Requirement**

**RECOMMENDATION 4**

Implement an international studies curriculum requirement in all undergraduate colleges. This requirement (to be defined by each college) could be fulfilled in several ways, e.g., through a foreign language requirement, through specific or elective course requirements, through completion of a formal major or minor, or through completion of a substantive international experiential program.

A strong on-campus international study must be a fundamental aspect of the undergraduate Cornell experience, and all undergraduate colleges should consider implementing an international studies curriculum requirement. “International studies” curriculum requirements may include academic courses or activities in: foreign language, international culture, arts and humanities, or global aspects of a given disciplinary training.

Currently, only two colleges (Arts & Sciences and the Hotel School) have college-wide requirements for international studies in the form of a foreign language requirement. The proposed international studies requirement\(^{11}\) could be set up in several ways, e.g., through specific foreign-language or other elective-course requirements, through formal majors and minors, as well as through completion of special international experiential programs.

To facilitate the future participation of students in internationalization activities and the fulfillment of an internationalization degree requirement, each undergraduate college/department should contemplate the development of entry-level freshman (or sophomore) courses that specifically expose incoming students to international and global dimensions of their area of study. Experiences at some colleges/departments indicate that the experience of having senior faculty teaching these types of courses to entry-level students has a lasting impact on how students see the global aspects of their academic disciplines and strengthens interest in pursuing study abroad programs or involvement in international engagement activities.

---

\(^{11}\) To be defined by each college from guidelines prepared by the Internationalization Coordinating Council; see Section 4.
Over the next 3-4 years, an evaluation of the success and impact achieved through the enhancement of entry-level internationalization courses may provide a good foundation from which to contemplate the possibility of developing a new academic major in “Global Affairs” (possibly under the auspices and leadership of the Einaudi Center, which currently administers a popular cross-college international relations minor), open to students from several or all colleges.

At the same time, colleges should continue to explore opportunities for the creation of new academic programs with strong internationalization content across college boundaries. An example is the proposal under discussion in the Division of Nutritional Sciences for the creation of a major in Global and Public Health Sciences.

Another way to encourage on-campus student involvement in international activities is through the implementation of special academic international experiential programs similar to those established by the School of Industrial and Labor Relations through their new “Global Scholars Program.” Other colleges could explore the establishment of “Certificate Programs in International Engagement.”

**Cornell Study Abroad Programs**

**Recommendation 5**

The University Provost is urged, through the Vice Provost for International Relations, to complete at an early date the ongoing evaluation of Cornell Abroad and implementation of changes that will enhance the program and expand the opportunities for Cornell students to gain international experiences. Implementation of these changes should be in accord with the TFI recommendations indicated in this report.

There is an ongoing and separate evaluation of Cornell Abroad under the Office of the Vice Provost for International Relations, and therefore the TFI has made no specific recommendations about the structure and scope of Cornell Abroad. Nonetheless, it is clear that the university must have a robust and well-coordinated study abroad program to reach the 50% figure for students participating in direct international education, and that program must support a mixture of fee-for-service programs, like college-initiated student exchange and residential study programs.

---

13 A suggested template for a certificate requirement is included as Appendix D.
Internationally Engaged Learning

**RECOMMENDATION 6**

Designate Engaged Learning + Research\(^\text{14}\) as responsible for catalyzing and facilitating internationally engaged learning programs in the colleges. In addition to increasing the number of internationally engaged learning programs, Engaged Learning + Research should work in collaboration with the new travel safety coordinator to provide the necessary support for international travel undertaken by Cornell’s students and scholars, including necessary inter-college harmonization, quality control, post-event evaluations, and risk-management requirements associated with foreign travel.

Students seek international experiences through international internships or research, often with a faculty or graduate student mentor, and through global service learning programs. These opportunities offer experiences outside of a classroom in which students gain professional skills and experience, learn directly with community partners, and immerse themselves in other cultures.

Internationally engaged learning experiences developed by academic programs are sprinkled throughout Cornell’s colleges, often in innovative ways. To date, however, there has been little effort devoted toward facilitating these programs, setting standards, sharing best practices, or disseminating successful models. In truth, we do not know how many of these experiences are offered, to what locations students are travelling, and with what impact.

What is clear is that student demand for these experiences is very high. The programs that offer such experiences receive more applicants than they can accommodate. Given the lack of structure for these experiences, moreover, funding for them is a major issue. Students canvass the campus seeking opportunities and funds, taxing themselves and many staff. Without a workable funding model, it is possible that less wealthy students do not have equal access to these experiences.

The TFI recommends that Engaged Learning + Research be mandated to provide a central role in catalyzing and facilitating scale-up capacity to enhance the international experiences run by the colleges for Cornell students. Engaged Learning + Research may also be positioned to support the creation and implementation of quality controls and impact evaluations for these programs.

It is essential that Cornell tackle the risk-management aspects of international experiences. The new International Travel Advisory and Response Team (ITART),\(^\text{15}\)

---

\(^{14}\) Formerly called Center for Community Engaged Learning and Research (CCELR).

\(^{15}\) [http://international.cornell.edu/travel_itart](http://international.cornell.edu/travel_itart)
and the creation of the new position of travel safety coordinator within Cornell Abroad is a timely and positive step, but the task force notes additional staff will be needed to fulfill the mandate to rapidly scale-up risk-management to protect Cornell and our students.

Additionally, while Cornell has a robust program in the International Students and Scholars Office (ISSO)\(^\text{16}\) to assist the integration of foreign students and scholars into Cornell, there is no central office assisting domestic students or scholars in making arrangements for international travel outside the opportunities available through the study-abroad programs.

**Recommendation 7**

Increase the level of funding available at the Mario Einaudi Center for International Studies to support an enhanced Travel Grant Program available to undergraduate, professional, and graduate students at Cornell.

Facilitation of international engagement student experiences requires availability of travel funds. Outside of funds available to graduate students through specific research grants, the major source of travel funds is the Einaudi Center’s Travel Grant Program.

In FY 2011, the Einaudi Center provided travel grants totaling $63,000 to graduate (and a few professional) students. This is a major source of competitive advantage for Cornell graduate students and graduate degree programs, but no similar mechanism exists for Cornell undergraduate students. Furthermore, these allocations have been reduced in recent years due to budget pressures.

Additional funds will be required to maintain the Travel Grant Program and to expand support to undergraduate students.

**Recommendation 8**

Create a plan and timeline to achieve 50% of undergraduates leaving Cornell with an international experience by convening a working committee comprised of the Vice Provost for International Relations, the Vice Provost for Undergraduate Education, and the directors of Cornell Abroad, Engaged Learning + Research and the Einaudi Center.

A new system of “one-stop shopping” for students seeking international experiences is needed and should begin within each college. An advising structure must be created to move Cornell toward the 50% participation goal, and this structure

---

\(^{16}\) [http://www.isso.cornell.edu/](http://www.isso.cornell.edu/)
should be communicated to the Cornell community before the start of the 2013-14 academic year.

Strong and concerted communications and advising for students is necessary. Currently, the Einaudi Center is recognized as the university-wide resource for supporting international activities of graduate students; however, there is no such counterpart for undergraduates seeking international experiences.

To meet the target of 50% of undergraduate students participating in direct international education, a leading entity is needed. The task force does not recommend creating a new entity. Instead, clarify and strengthen the roles of Cornell Abroad, Engaged Learning + Research, the Einaudi Center, and the internationalization coordinators\(^\text{17}\) at each college to support the needs of our undergraduate students.

Students and faculty advisors must have a clear understanding of where students can find and be advised about international education options broadly defined.

**Recommendation 9**

Assure all international learning opportunities for Cornell’s students (undergraduate, graduate, or professional) are considered part of our educational curriculum, even if no credit is given for some of the activities. Policies should be examined and revised as necessary to facilitate equitable economic access to international experiences for all Cornell students.

In order to expand the opportunities for international learning and engagement for our students, administrative changes need to be made in the way that Cornell supervises and coordinates international experiences during the winter intersession and during the summer session.

The TFI strongly recommends that any international learning opportunity for Cornell students (undergraduate, graduate, or professional) must be considered as part of the educational curriculum, even if no credit is given for some of the activities. This is important in order to provide students with a way to justify securing financial aid for these extracurricular activities or gaining release from work requirements as part of financial aid packages.

It is beyond the scope of our committee to understand how to navigate Cornell and federal policies pertaining to financial aid, including loans and student earning obligations; however, the TFI urges that such policies be examined to ensure access to international experiences for all Cornell students.

\(^{17}\) See Recommendation 18.
Foreign Language Instruction

**Recommendation 10**

Further the goal of strengthening Cornell’s foreign language instruction by appointing of a separate committee on language studies to assess the current state and future trajectory of Cornell’s language programs. This committee would also consider methods to track trends in language diversity and enrollments over time, in order to better understand patterns of student enrollment. Currently, there is no unit on campus systematically collecting such information.

Cornell is currently facing a very serious crisis regarding foreign language instruction due to the severe restriction and possible elimination of all Federal Government Title VI funding support for such instruction.

Given the gravity of the crisis and the complex administrative and intellectual issues associated with language instruction, the TFI urges the appointment of a separate committee on language studies that will assess the current state and future trajectory of Cornell’s language programs and will report to the provost at the earliest possible date. The suggested committee assessment could take into account the trends in language enrollments over time, the diversity of languages that are offered, and the relationship of languages to faculty research. To the knowledge of the task force, there is no unit on campus that systematically collects this information.

The TFI advanced this recommendation to the provost prior to completion of this report (see Appendix E).

Interaction with International Students

**Recommendation 11**

Colleges and departments are urged to establish or expand existing exchange programs that would bring international students from partner universities to Cornell for a few weeks, a semester, or a year. All academic units and all student affairs units are urged to work together to find ways to enhance the academic and social interactions between international students and domestic students at Cornell.

The interaction between domestic students and international students on campus is vitally important to building internationalization at Cornell. Enhanced programs associated with undergraduate residence halls as well as language houses should provide excellent opportunities to expand the internationalization of domestic
students through interactions with foreign students. At the same time, it is critically
important foreign students not be regarded as passive or temporary members of the
Cornell community, but they be encouraged to develop a deeper understanding of
our country, our city, and our university, particularly as they become potential
Cornell alumni supporters.

Colleges and departments are urged to establish or expand existing exchange
programs designed to bring international students from partner universities to
Cornell for a few weeks, a semester, or a year. A competitive grant program to
support these types of initiatives is presented in Recommendation 20. The TFI is
aware that visa requirements, particularly for students not enrolled in formal
degree- or credit-programs, may be a concern. However, this is a very low-cost way
to enhance the presence of international students on campus without adding
pressure to financial aid and admissions.

Cornell student volunteers could be designated as “Cornell Ambassadors” (perhaps
under the sponsorship of the Cornell Tradition program), to assist visiting
international students’ integration into campus life. The ambassadors program
could be coordinated collaboratively through the Office of Academic Diversity
Initiatives (OADI), the ISSO, and student academic services.

Section 4  Strengthen the Administrative Infrastructure for
International Study and Engagement

In order for internationalization to thrive at Cornell, it is vital that the concept of
internationalization and its overarching goals be widely endorsed by the entire
university community. Internationalization must become a defining part of the
Cornell collective ethos and vision, supported vigorously by university leadership,
including the university trustees, the president, the provost and deans, as well as the
faculty and staff.

Internationalization must also become an integral part of the university strategic
plan, in coordination with the strategic plans from all colleges/departments and
other supporting units. However, to achieve and sustain comprehensive
internationalization at Cornell, the present administrative structure needs to be
redesigned. In its present form, there are multiple offices overseeing a broad array
of programs in an uncoordinated and underfunded manner.

18 The TFI suggest that the interpretation of “diversity students” be expanded to include foreign
students as well, particularly those from developing nations.
Central coordination is essential to disseminate the best internationalization initiatives originating within departments and colleges, to harmonize policies, to offer cost-effective support services to students and faculty, and to facilitate connectivity concerning internationalization across Cornell.

**College Internationalization Strategic Plans**

**RECOMMENDATION 12**

Require all colleges (including the Weill Cornell Medical College) to include objectives, tasks, and implementation plans for internationalization activities in their official strategic plans. These internationalization goals should reflect objectives in the Cornell Strategic Plan 2010-2015 and should be subject to university oversight and assessment.

Learning from the diversity initiative, it is recommended that the president require each college design a comprehensive, strategic internationalization plan, with explicit metrics for gauging performance.

Recognizing the importance of freedom and flexibility for colleges, departments, and faculty in developing international study programs and projects, it is recommended the university central administration provide central coordination and support to college efforts.

**College Internationalization Coordinators**

**RECOMMENDATION 13**

Require all colleges (including the Weill Cornell Medical College) to appoint an internationalization coordinator as the person responsible for the coordination of all internationalization efforts. Internationalization coordinators should be faculty members with the rank of assistant or associate dean and hold decision-making authority and responsibility for internationalization along with commensurate resources.

Given the extraordinary diversity of fields of study, research areas, outreach objectives and external engagement modalities within the colleges, each college will appoint a faculty member to serve as the college internationalization coordinator.

The internationalization coordinator will be responsible for the coordination of all internationalization efforts, the attainment of strategic internationalization plan objectives within the college, and will serve as the college “one-stop-shop” for undergraduate, professional, and graduate students seeking international
experiences. This individual will coordinate with and will receive support from the Einaudi Center, the ISSO, and Engaged Learning + Research.

Decision-making authority must be delegated to college internationalization coordinators along with commensurate resources. It is recommended these individuals hold a rank of assistant or associate dean (or equivalent) and report directly to the dean or equivalent administrator.

For the purpose of program continuity, it would be preferable that college internationalization coordinators be appointed for three years at a time (renewable at the discretion of each college). The internationalization coordinators will be part of a university-wide Internationalization Coordinating Council (see below).

**Internationalization Coordinating Council**

**Recommendation 14**

Create, under the authority of the provost and the leadership of the vice provost for internationalization\(^{19}\), an Internationalization Coordinating Council composed of all college internationalization coordinators as well as directors of university-level internationalization service and support units.

The TFI proposes the college internationalization coordinators operate collectively as the *Internationalization Coordinating Council* (ICC). The directors of the university-level internationalization service and support units (i.e., Cornell Abroad, Risk Management, ISSO, Einaudi Center, Engaged Learning + Research) would also serve on the council.

The ICC would coordinate and support college-level internationalization programming and provide uniform guidelines for internationalization academic activities spanning across colleges (like the proposed internationalization curriculum requirement—see Section 2).

\(^{19}\) New name for a revised position. See Recommendation 16.
Internationalization External Advisory Council

**Recommendation 15**

Appoint an Internationalization External Advisory Council composed of current and emeriti members of the Cornell University Board of Trustees, and others, to provide high-level advice and support for the overall direction of internationalization activities at Cornell. The council will report to the university president and the board of trustees, but will not be considered an official standing committee of the board in terms of its constitution, function, and responsibilities.

There is a great need to have an independent, external, high-level advisory group providing advice and support for the overall direction of internationalization activities at Cornell.

The TFI proposes the creation of an Internationalization External Advisory Council (IEAC) composed of current and emeriti members of the Cornell University Board of Trustees, potential international donors, and friends of Cornell who have extensive international experiences.

It is envisioned that this IEAC will report to the university president and to the board of trustees, but will not be considered an official standing committee of the board in terms of its constitution, function, and responsibilities.

Stronger Internationalization Administrative Infrastructure

Currently, the central university leadership for internationalization activities rests with two offices: the [Mario Einaudi Center for International Studies](#) (Einaudi Center), and the [Office of the Vice Provost for International Relations](#) (VPIR). After reviewing the current organizational structure and performance, the TFI’s assessment is that the current model has been ineffective in advancing internationalization at Cornell.

Further, it is the TFI’s opinion that in order to realize the goals of enhancing and expanding internationalization at Cornell, more resources will be needed, regardless of how the administrative structure is configured. Some reorganization of the VPIR and the Einaudi Center is necessary to meet the requirements of an expanded scope of internationalization activities. Presently, both are underfunded and have

---

20 In order to avoid prospective conflicts of interest, task force member Fred Logevall, director of the Einaudi Center, recused himself from deliberations concerning this section of the report.
overlapping responsibilities. There is a need for clearly defined roles, responsibilities and expectations for each.

The Einaudi Center, established in 1961, continues to be “the principal forum for interdisciplinary study of international affairs at Cornell, and an important sponsor of research, teaching, and outreach on campus and abroad.”21 At different times over its history, the Einaudi Center has reported directly to the provost, to the dean of the college of arts and sciences and, currently, to the vice provost for international relations. It should be noted that more than a decade ago, an ill-advised decision was made to position the Einaudi Center under a single dean. That administrative reorganization had the undesirable effect of sharply disengaging the Einaudi Center from faculty in other colleges. The Einaudi Center has subsequently been moved out of a single college, implicitly acknowledging the previous error. But active work and investment needs to be made to restore the Einaudi Center’s university-wide support and functioning.

President Jeffrey Lehman created the VPIR position in 2003 with the goal of providing centralized leadership and facilitation to all international activities at Cornell. In addition to the Einaudi Center, the current VPIR oversees Cornell Abroad, the Cornell International Institute for Food, Agriculture and Development (CIIFAD), and coordinates all university international relations. Other functions that support internationalization student activities and programs are outside the jurisdiction of the VPIR. Engaged Learning + Research is within the office of the Vice Provost for Undergraduate Education, and ISSO is within the Office of the Vice President for Student and Academic Affairs, reporting through the dean of students (Figure 1).

![Existing Organizations – Figure 1](image)

21 Mario Einaudi Center for International Studies, Annual Report 2011-2012.)
Lacking the staff resources necessary to coordinate among the university’s diverse internationalization activities and direct ties to the colleges, (as proposed under Recommendation 14), the present administrative structure leads to disjointed attempts at internationalization. As such, the TFI offers the following options for consideration to restructure and streamline the organization and administration of international programs at Cornell.

**Vice Provost for Internationalization**

**Recommendation 16**

Modify the current position of Vice Provost for International Relations (VPIR) to the Vice Provost for Internationalization (VPI) with full responsibility for oversight of all non-academic administrative and support activities related to internationalization programs.

The position of Vice Provost for Internationalization (VPI) should remain an integral high level administrative office for internationalization. The VPI should have oversight and administrative responsibilities for all non-academic administrative and support activities related to internationalization (i.e., university international relations). The VPI and staff should have ample international experience, or gain additional professional development in this area. In that capacity, this office should be responsible for:

a. Monitoring the implementation of the college internationalization strategic plans in coordination with the president, provost, and college deans.
b. Attending member of the provost’s staff meetings.
c. Chairing the internationalization coordinating council.
d. Coordinating support for international studies with the vice provost for undergraduate education, the vice president for student and academic services, and the dean of the graduate college.
e. Providing administrative support for the operations of the internationalization coordinating council and for the internationalization external advisory council.
f. Approval and monitoring of all formal international agreements as currently managed in cooperation with the Office of University Counsel.
g. Coordinating with risk management as it relates to international programs.
h. Coordinating visiting delegations and providing assistance to high-level Cornell administration regarding international meetings and activities with foreign institutions.
i. Maintaining an active webpage with all pertinent information related to internationalization activities at Cornell.
j. Involvement in fund raising activities in support of internationalization programs in concurrence with AA&D and college deans.

It is clear the current VPIR office is insufficiently staffed to provide adequate support for internationalization activities. Therefore the reorganization of this office into a new VPI office will require additional investments in staff and operational budgets.

**Mario Einaudi Center for International Programs**

**Recommendation 17**

Modify the current structure and functions of the Mario Einaudi Center for International Studies into an expanded Mario Einaudi Center for International Programs in order to act as a focal point for all international academic and engagement programs at Cornell University.

As stated in Recommendation 1 it is very clear the Einaudi Center can play a key role in enhancing activities for the internationalization of Cornell’s faculty and programs through strategic use of expanded the area study programs (ASPs), development programs, and thematic programs. The Mario Einaudi Center for International Programs (note the revised name) should be given expanded responsibilities and resources in order to act as a focal point for all international academic and engagement programs at Cornell University, most of which are presently arranged under area studies, development or thematic programs. Senior staff must have extensive international experience. The expanded Einaudi Center should:

a. Continue to serve as the umbrella organization for the area study programs (with the indicated proposed modifications); for the thematic programs; and for the development programs, including CIIFAD.

b. Integrate the natural sciences, agriculture, health sciences, engineering, and social sciences into area studies, development and thematic programs more than is currently done.

c. Continue its academic programming function (e.g., Foreign Policy Initiative; Bartels World Affairs Fellowship; various public forums and workshops on issues pertaining to world affairs).

d. Coordinate the international relations minor.

---

22 The name “Mario Einaudi Center for International Studies” does not adequately reflect the expanded role that the center should have. The Einaudi Center should be more than involvement in “studies,” it should be the center for all international academic activities that cut across colleges at Cornell University.
e. Disburse small grants and seed grants to faculty for research, curriculum development and support for international partnerships. to enable them to obtain additional, external funding.

f. Fund and manage the international research travel grants program for undergraduate, graduate, and professional students.

g. Fund and manage the proposed internationalization fellowship program.

h. Coordinate faculty research grants and faculty professional development grants, visiting scholars, and logistical support for visiting faculty and speakers offering conferences and workshops.

i. Participate in the coordination of international education programs in conjunction with the internationalization coordinating council.

j. Coordinate Fulbright and Fulbright-Hays Fellowship applications.

k. Be involved in fund raising activities in support of internationalization programs in concurrence with AA&D and college deans.

Enhanced Central Administrative Leadership

RECOMMENDATION 18

Modify the organizational structure of the provost’s offices that are responsible for central leadership and administration of internationalization programs for students and faculty, including the Einaudi Center, the vice provost for international relations and the vice provost for undergraduate education.

Under the proposed restructuring plan, the VPI and Einaudi Center director would each bear responsibilities that exceed both the decision-making authority and the resources currently at their disposal. It is very clear that Cornell cannot re-establish its leadership in internationalization without stronger central administrative leadership, additional funding and staff with the capability to better coordinate, monitor, and support disparate programs across campus.

This requires the VPI to be responsible for the administrative aspects of Cornell’s internationalization while the Einaudi Center is responsible for the academic internationalization programs at Cornell. Opinions vary across campus and within the task force as to how best to structure the roles of these two institutions. In addition, the TFI lacks the human resources organizational design experience to prescribe a specific reorganization for key positions reporting to the provost. In what follows, the TFI offers three options for consideration. Each of these models will require additional support staff and discretionary program funding, with the exact amounts and configuration to be determined based on the organizational model chosen.
Integration Model

The director of the expanded Einaudi Center for International Programs becomes an associate vice provost for internationalization working closely with the enhanced Office of the Vice Provost for Internationalization in carrying out the duties assigned to the two organizations. This proposed model is similar to the current model, but elevates the Einaudi director’s access to central university leadership. In the absence of the VPI, the director/AVPI fills those duties. No changes occur in internationalization programs reporting to the VPUE (Figure 2).

Pros:

- Easy to implement.
- No significant increase in administrative staff.
- Increases the communication and the shares responsibilities between the VPI and the AVPI/Einaudi director positions.
- Fully integrates CIIFAD with other development programs under the Einaudi Center.

Cons:

- Not a great deal of difference with the established operational practices of the existing VPIR and the Einaudi director roles.
- Does not fully meet the objectives and goals of an enhanced internationalization program at Cornell.
• VPUE not fully linked to the structures that could help in achieving the goal of 50% of undergraduates gaining an international experience.

**Consolidation Model**

Consolidate the two current units, designating the director of the expanded Einaudi Center for International Programs to serve additionally as the vice provost for internationalization, with support from a new staff position, Einaudi Center associate director. The Einaudi Center associate director would handle administrative support programs (Cornell Abroad) and provide administrative support for all other Einaudi Center activities, including administration of travel grants, internationalization fellows support, etc. This model makes no changes in internationalization programs reporting to the VPUE (Figure 3).

![Proposed Consolidation Model – Figure 3](image)

*ISSO reports to the dean of students under the vice president for student and academic services

**Pros:**

• Focuses internationalization, university-level coordination, resources, and responsibility in one office.

• Elevates the visibility of internationalization activities and promotes ‘one stop shopping’ for students, staff, faculty, alumni and external stakeholders.

• Meets most of the objectives and goals of an enhanced internationalization program at Cornell.
Cons:

- Not as easy to implement as other models.
- Places a greater administrative burden on the VPI/Einaudi Center director in fulfilling programmatic and high level administrative support to the Office of the Provost.\(^{23}\)
- VPUE not fully linked to the structures that could help in achieving the goal of 50% of undergraduates gaining an international experience.

**Reallocation Model**

This third option, a modification of the consolidated model, would reallocate oversight of internationalization functions that directly relate to undergraduate education – such as Cornell Abroad, ISSO and Engaged Learning + Research – to the vice provost for undergraduate education (VPUE), and then collapses the remaining internationalization activities and functions under the vice provost for internationalization/director Einaudi Center for International Programs (Figure 4).

---

Pros:

- Focuses all undergraduate internationalization coordination and supporting activities in the office of the VPUE thus enhancing the opportunities of reaching the goal of 50% of undergraduates gaining an international experience.

\(^{23}\) This situation will not be unusual and it will resemble the dual roles of the dean of the graduate school/vice provost for graduate education position.
• Focuses all other academic internationalization activities, resources, and responsibilities in the office of VPI/Einaudi Center director.
• Streamlines the internationalization activities and promotes a clear division of internationalization activities for students, staff, faculty, alumni, and external stakeholders.
• Meets most of the objectives and goals of an enhanced internationalization program at Cornell.

Cons:

• Not as easy to implement as other models.
• Places a greater need for effective communication and interaction between the offices of two vice provosts when it comes to internationalization programs and activities at Cornell.
• This model would integrate internationalization into broader undergraduate programming but separate it from other internationalization activities.

Other Supporting Administrative Infrastructure for International Study and Engagement

While not necessarily at the same level of importance as the formal offices described earlier in this section, there are two potential supporting administrative structures that would enhance internationalization at Cornell. They are the proposed Cornell Consulates and the establishment of sustained international partnerships abroad.

Cornell Consulates Initiative

**Recommendation 19**

After a three-year period evaluate the Cornell Consulates in China, as recommended by the Cornell-in-China Committee, and use the experiences gained from this pilot program to determine cost-benefits for considering similar programs in other cities around the world.

The TFI endorses the recommendation generated by the Cornell-in-China Committee for creation of Cornell Consulates24 in key cities in China with the goal of:

1. providing local assistance to student or faculty activities in country;
2. helping in the establishment of international engagement or serving learning opportunities;

24 Adapted from the Cornell-in-China Committee Report. See Appendix F.
3. assisting in the establishment of student exchange programs; and
4. promoting Cornell’s visibility within the region.
The Cornell Consulates could be linked with local Cornell alumni through AA&D’s international programs division, potentially securing local financial support for Cornell efforts. Based on the outcomes of this pilot initiative, similar Cornell consulates may be of help in other key cities around the world.

Growing and Sustaining International Partnerships

**Recommendation 20**

To allocate funding to cultivate, sustain, and expand international partnerships, especially those that serve the research and educational needs of faculty or students across more than one college, to be administered through a small grants process of the Einaudi Center in consultation with Engaged Learning + Research.

The vast majority of Cornell’s international activities (including research, service-learning programs, internship programs, and academic exchange programs) are based on partnerships. Our international partnerships are many and diverse, with social, economic, and legal consequences in addition to their academic purpose. Fundamentally, these associations are based upon relationships between Cornell faculty and their colleagues in organizations around the world with shared interests in education, research, or development. To a great extent, the internationalization of Cornell depends on the vitality and integrity of our international partnerships.

Therefore, strengthening internationalization entails increasing the number and scope of our international partnerships. This is especially true of partnerships in support of undergraduate international experiences, which will be key to reaching the goal of 50% student participation. It follows that faculty travel and funding to build and sustain international partnerships is required. Partnerships are built on reciprocity, and vibrant alliances often involve visits of partners to Cornell, not only Cornellians going abroad. While some externally sponsored funds exist to support international research collaborations, research funds are usually granted in support of existing thriving collaborations. Rarely are sponsored funds available to cultivate new agreements. In addition, sponsored funds are scarce for partnerships in support of undergraduate education.

---

25 Cornell has recently strengthened policy and processes for international memoranda of understanding (MOU’s). Cornell’s International MOU’s are administered by the Office of the Vice Provost for International Relations, in conjunction with University Counsel <http://international.cornell.edu/global-cornell/international-agreements>. A searchable database of Cornell’s international MOU’s can be found at <http://international.cornell.edu/exchanges_current>.
The TFI recommends a new funding mechanism to support faculty exploration and cultivation of new associations, and to sustain existing partnerships that benefit the education of our students. Funding for sustaining partnerships should be targeted to those partnerships that serve faculty or students across more than one college, and for which at least one three-year MOU has resulted in significant numbers of learning experiences for Cornell students.

Section 5  Funding for Internationalization Activities & Programs

As stated earlier in this report, the main drivers for a fully integrated internationalization program at Cornell University include:

- an active and creative faculty;
- a strong supportive leadership at all levels of the university; and
- a central university coordinating and facilitating infrastructure.

While these are the engines that drive the program, funding is needed to fuel and sustain efforts over a long period of time. Funding is critically important for faculty support, for travel assistance to students and faculty, for international student scholarships, and for support of critical college and central university administrative services that cannot be sustained through student fees.

As in any financial decision, it is imperative to know first how much is invested, where the expenses occur, and what impact the investment has before existing and new funds are allocated into continuing or new programs and initiatives. In that regard, the TFI struggled with the lack of information available on the current level of resources (from all sources) currently invested in internationalization activities at Cornell, and with the question of how much funding will be needed to develop, implement, and sustain a greater university-wide internationalization initiative. These questions become even more complex when the relative priorities of activities are considered both centrally and at the level of single academic units. With that in mind, all that the TFI can offer at this time is general suggestions and recommendations for funding considerations, leaving it to the restructured internationalization administration to handle more specific funding issues.
Data Collection From Academic Units

**RECOMMENDATION 21**

Collect and analyze the data listed in this section in order to prepare a sound financial plan for the enhancement of internationalization activities at Cornell.

The following provides examples of financial data to be collected and analyzed in order to better establish the extent of additional financial investments needed to enhance and sustain current internationalization activities, and to properly plan for the investment of additional funds in the most critically needed areas of current or future activity.

1. Estimates of current total faculty FTE and support staff FTE engaged in active international studies (understanding the world and its peoples) and international programs (utilizing education, research and academic partnerships to effect positive change in the world) in college/department.
   a) List by names of faculty with over 25% FTE involved in international studies/programs.
   b) Estimated total FTE of support staff for international activities

2. List of main international studies and international programs in college/department.

3. Estimated funding (with % breakdown based on sources: Cornell, grants, philanthropy, other) dedicated to international activities in college/department.

4. Comments on increases/decreases on international engagement activities during the past 5 years in college/department.

5. Qualitative or quantitative (if available) data on impact of international studies/international programs on students, faculty or college/department activities.

**International Research Grants and Contracts**

**RECOMMENDATION 22**

Ask the senior vice provost for research work with the Office of Sponsored Programs to benchmark universities with strong international research programs and explore innovative
mechanisms for accepting international research grants with low indirect cost rates without compromising operations.

In the course of deliberations and interviews with a number of faculty members, the TFI became aware that the processes for approvals of financial grants and contracts related to international agreements for research, international development activities, international consultancies and international collaborative exchanges need to be streamlined and perhaps treated in a different manner than the classic federally funded research grants. Currently these financial agreements are under the supervision of the Office of Sponsored Programs (OSP).

Because there is an expectation of full indirect cost recovery, Cornell faculty are facing a severe institutional disadvantage in accepting these grants and results in lost ability to apply for influential funding mechanisms and to act as the leading institution in programs involving several academic institutions. The Bill and Melinda Gates Foundation, the largest and most agenda-setting funding agency in global health and development is a case in point.

Many research universities with strong international research portfolios are addressing the same challenge using innovative policies and structures from which Cornell should learn. The TFI strongly believes that these types of international grant agreements are extraordinarily critical for the internationalization of Cornell, deserving a different, special financial and administrative treatment from the traditional way research grants and contracts are handled, and that a benchmarking exercise is critical for Cornell to keep pace in the current funding environment.

**College Internationalization Funds**

**Recommendation 23**

Establish an identifiable budget and corresponding fundraising goals in each college to support internationalization activities in conjunction with strategic goals and plans.

The investments in internationalization activities at the level of each college/department are highly variable and perhaps not calculated or available at any central financial database of the university. These investments range from allocation of personnel for support or coordination of internationalization efforts, to specific budgeted allocations in support of student or faculty international activities.

In order for Cornell to establish well-coordinated and enhanced internationalization efforts, there is a need to gather and analyze this type of information at the level of each academic unit in conjunction with funds allocated centrally. As indicated
earlier in this report, it is important that each academic unit has a strategic plan for its internationalization activities (see Recommendation 12). Even more importantly, each academic unit must develop a budget (including campaign funding goals) to support those activities.

**Central University Internationalization Funds**

**Recommendation 24**

Collect and analyze the internationalization financial information at the level of the central university (including the VPIR office and the Einaudi Center), and other faculty and student services (Engaged Learning + Research, Cornell Abroad, ISSO) in order to prepare a sound financial plan for the enhancement of central internationalization activities at Cornell.

As in the case in individual academic units, central university investments in internationalization activities (including the VPIR office and Einaudi Center) and faculty and student services were not available to the TFI for its deliberations. However, the TFI became aware of significant deficits in the delivery of academic programs through the ASPs and of budget reductions in other programs that support internationalization efforts resulting from the recent economic crisis impacting the university overall.

It is absolutely critical that data on internationalization efforts be gathered and analyzed and investments in a variety of internationalization activities be enhanced to correct current budget shortfalls in important programs and before moving forward with any significant investments in new internationalization initiatives.

**President Skorton Internationalization Funds**

**Recommendation 25**

Allocate the president’s internationalization funds in support of the most urgent needs within these recommendations as indicated in Table 1.

President Skorton’s pledge to invest $15 million dollars in the enhancement of internationalization activities for the next five years will start to make a difference in many internationalization efforts at Cornell. However, and as indicated earlier in this report, maintaining that level of funding, translates into a need for AA&D to secure at least $70 million in endowment funds by 2017 to make the president’s funding initiative sustainable at a level of $3 million/year.
The TFI was charged to provide specific recommendations on how President Skorton’s pledge of $3 million a year for the next five years was to be used. We realize that some of these funds cannot be expended before the university leadership has decided on the administrative infrastructure for its internationalization initiative. The amounts proposed below are thus largely illustrative and represent our suggestions consistent with the recommendations in this report (Table 1).

### Table 1 - Proposed Allocation of President's Internationalization Funds ($3 million/yr.)

<table>
<thead>
<tr>
<th>Recommendation #</th>
<th>Description</th>
<th>$/yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expanding scope of Area Study, Development &amp; Thematic Programs</td>
<td>600,000</td>
</tr>
<tr>
<td>2</td>
<td>Enhancing the Comparative Muslim Societies Program</td>
<td>100,000</td>
</tr>
<tr>
<td>3</td>
<td>Internationalization Faculty Fellowships</td>
<td>300,000</td>
</tr>
<tr>
<td>4</td>
<td>Competitive seed grant program for new foundation courses</td>
<td>250,000</td>
</tr>
<tr>
<td>6</td>
<td>International Engaged Learning Program support</td>
<td>150,000</td>
</tr>
<tr>
<td>7</td>
<td>Undergraduate student travel grants</td>
<td>400,000</td>
</tr>
<tr>
<td>7</td>
<td>Graduate &amp; professional student travel grants</td>
<td>250,000</td>
</tr>
<tr>
<td>10</td>
<td>Support for foreign languages, especially those less commonly taught</td>
<td>200,000</td>
</tr>
<tr>
<td>18</td>
<td>Strengthening administrative structure</td>
<td>300,000</td>
</tr>
<tr>
<td>20</td>
<td>Competitive grant program for international education partnerships</td>
<td>250,000</td>
</tr>
<tr>
<td>27</td>
<td>AA&amp;D senior gift officer for internationalization</td>
<td>200,000</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3,000,000</strong></td>
</tr>
</tbody>
</table>
Fund Raising Goals for Internationalization: Tasking the Development Office

**Recommendation 26**

Develop plans to generate endowed resources to sustain Cornell’s internationalization activities. This task should become a high-priority effort for the development office over the next three years.

The 2015 Campaign Goals have identified funding for international programs including individual college goals as well as a central university goals. In addition, there are central development goals for undergraduate international scholarships and for faculty renewal that could benefit some internationalization efforts.

The TFI is fully appreciative of these new efforts and applauds university leadership for taking steps to correct the underfunding that internationalization activities have suffered over the last several decades. The TFI also understands that stated goals have to be matched with adequate financial resources to be realistic and credible commitments.

The president’s commitment of $15 million over five years makes available an additional $3 million of current use funds per year for internationalization activities. To sustain those efforts AA&D is asked to generate at least $70 million in internationalization endowment funds by 2017 to make the president’s funding initiative sustainable. This is a reachable goal if one compares it with the $80 million endowment secured for the Atkinson Center for a Sustainable Future.

Based on previously successful faculty-led initiatives and with a re-organization of Cornell’s support for and acceptance of internationalization grants, it is quite possible that college and faculty seed ventures could realistically generate additional sustained external funding in support of internationalization activities.

**Recommendation 27**

Appoint a full-time senior gift officer to support fund raising and assign the position to the central administrative unit in charge of coordinating internationalization activities (VPI and/or Einaudi Center).

There is a need for a senior member of Cornell’s financial leadership to champion internationalization if Cornell is to be successful in reaching its campaign goals. This senior staff member can provide valuable leadership and guidance as AA&D works with potential donors and philanthropic organizations. This role is fulfilled through the deans at the level of the colleges.
The TFI recommends that the central administrative unit in charge of coordinating internationalization activities (VPI and/or Einaudi center) be charged with the responsibility of working with AA&D through a full-time senior gift officer to address fundraising efforts towards campaign goals. This new senior gift officer should leverage, to the greatest extent possible, the large network of international Cornell alumni and friends already maintained through AA&D international programs to support the full range of internationalization activities at Cornell.

Section 6 Implementation Plan

The following suggested sequence of implementation activities are recommended. Some activities could be conducted concurrently.

- Launching of Internationalization Initiative – president & provost statement.
- Adjustment of position descriptions or reporting relationships for the
  - Vice-Provost for Internationalization,
  - Vice-Provost for Undergraduate Education (if applicable), and
  - Director of the Mario Einaudi Center for International Programs
- Establishment of College Internationalization Strategic Plans with measurable goals and integration of plans into a consolidated university strategic plan for internationalization.
- Appointment of internationalization coordinators by each college dean, and formation of the Internationalization Council with an appointed chair.
- Collection of financial information regarding internationalization activities and impact.
- Appointment of the Internationalization External Advisory Council.
- Appointment of a senior gift officer from AA&D to work closely with the enhanced central internationalization leadership of Cornell.
- Develop a timetable for implementation of strategic plans through the Internationalization Council in collaboration with the vice provost of internationalization or the Mario Einaudi Center for International Programs.
Establish, through the new internationalization leadership, a set of measurement and assessment tools to monitor the progress and impact of the internationalization activities across the entire university.

Section 7 Measuring and Assessing Progress in Internationalization

Dr. Madeleine Green a senior fellow at the Association of International Educators (NAFSA) and author NAFSA’s guide on “Measuring and Assessing Internationalization” indicates the importance of these activities within the concept of an overall evaluation of other critical components of higher education.

As internationalization becomes an increasingly important aspect of higher education and continues to move from the margins to the center of the academic enterprise, institutions need to judge not only the quantity of activity but also its quality and its contribution to overall institutional goals. Recent thinking in the field has moved the discussion away from internationalization as a goal unto itself. Rather, it is a means to an end, such as enhancing the quality of scholarship and discovery, alleviating poverty, or producing globally aware and competent graduates. There are many reasons to measure internationalization: as a component of overall institutional performance, to judge the effectiveness of an institution’s internationalization strategy or its components, to benchmark with other institutions, and to improve internationalization programs and practices.

Institutional performance has two distinct but complementary components. One is the evaluation of the university’s internationalization activities; the other is the evaluation of students’ learning objectives regarding internationalization and its impact on their academic preparation to operate in an increasingly global environment.

Before one can start thinking about measuring Cornell’s internationalization activities, it is important to establish a baseline of knowledge and information. The TFI has concluded that at the present time we lack both. Internationalization at Cornell is currently a haphazard set of mostly disconnected activities with insufficient oversight and lacking all assessment. A comprehensive repository of information about the wide range of ongoing internationalization activities is

lacking at Cornell. Although different sources of information are scattered throughout the university (for a partial listing see the president’s white paper, the websites of the Einaudi Center and the VPIR, especially its recently constructed International Gateway webpage, and Appendix G), interested parties will find it very challenging to uncover relevant information about many current important internationalization activities at Cornell.

An important task of the proposed Internationalization Council is to determine the set of data needed to establish a baseline to evaluate the impact of enhanced internationalization efforts. As Dr. Green has indicated in the publication above: 27

> Institutions must make choices about what is important to know, how they will use that information, and what data can be realistically gathered. Enormous data collection exercises that do not get used waste precious time.

Once the internationalization activities are mapped, metrics need to be developed in three different areas. 28

- **Inputs.** Resources (money, people, policies, etc.) available to support internationalization efforts.
- **Outputs.** The amount of the various types of work or activity undertaken in support of internationalization efforts.
- **Outcomes.** Impacts or end results. It is these that are usually most closely associated with measuring achievement and the missions of institutions.

Given the mandate, the timeline for this report and the lack of systematic data put at its disposal, the TFI has not been able to develop an evaluation system for current and future internationalization activities at Cornell. This task is left also to the units given the charge of coordinating the internationalization activities at Cornell 29 in coordination and with the help of individual faculty or academic units with relevant experience in the evaluation of academic performance.

---


28 Some of suggested needed data in Section 5 could be used as a baseline for future assessing exercises.

29 For example, a suggestion was made in Section 3 for Engaged Learning + Research to perform the evaluation of international engagement activities.
Appendices

A. President Skorton’s White Paper, “Bringing the World to Cornell and Cornell to the World”

B. Task Force Membership, Charge and Approach

C. Global Health Initiatives at Weill Cornell Medical College

D. Model for a Certificate Program in International Engagement

E. Advanced Recommendation on Language Programs at Cornell

F. Cornell-in-China Committee Report

G. Current Internationalization Activities and International Sites with Active Cornell Presence (Partial List)
Appendix A

BRINGING CORNELL TO THE WORLD
AND THE WORLD TO CORNELL
A Presidential White Paper

David J. Skorton
President, Cornell University
March 2, 2012

Beginning with its founding, Cornell University has been international in scope and aspiration. Included in Cornell’s earliest classes were students from Canada, England, Russia and Brazil; by the early 1900s, Chinese students were a significant presence on our campus. In the 1920s Cornell’s first major international project, the Cornell-Nanjing Crop Improvement Program, launched an important relationship with China, which contributed to the development of a generation of Chinese plant breeders and improved food production, accomplishments that still resonate in China today. Ezra Cornell’s determination to “found an institution where any person can find instruction in any study,” as expansive a goal as any in the history of higher education, included the assumption that the dream would not be limited to New York or to the United States.

Over the decades, Cornell’s international programs expanded geographically and into new academic areas, building on the university’s longstanding excellence in a broad range of disciplines, from the physical and mathematical sciences and engineering to agriculture, the life sciences (including animal and human health and disease), the social sciences, the arts and the humanities. On the Ithaca campus, the international component of many courses increased, the numbers of international graduate and undergraduate students expanded, and the colleges hired faculty with international roots. Off campus, Cornell expanded its educational roles, with dual-degree and joint-degree programs and with linkages to academic institutions around the world to foster student and faculty exchange and scholarly research. At Weill Cornell Medical College, there has been a growing emphasis on global health, including significant overseas health care, research and educational activities. The university (including Weill Cornell) now has over 200 agreements with institutions in 81 countries. Across the university, faculty, students and staff members have addressed important issues including nuclear proliferation, food insecurity, poverty, human rights, global health and water availability.

In short, Cornell developed into a globally respected institution of learning, discovery and creativity that excelled at both international studies (understanding the world and its peoples) and international engagement (utilizing education, research and academic partnerships to effect positive change in the world). Most of Cornell’s international programs contain elements of both these overlapping areas, with learning, discovery and engagement informing and strengthening each other.

The positive effects of this international involvement are clear, whether viewed from East Hill or from the other side of the globe. In my 2007 commencement address I called on Cornell and other U.S. universities to take international involvement even further—to develop a new type of Marshall Plan that would reduce global inequalities
through capacity-building partnerships with universities in developing countries—and we have made significant progress along these lines. In fact, it may be argued that our faculty, staff and students have acted as if Cornell were the land grant institution to the world—and that orientation can and should be an essential part of our mission in the years ahead.

Despite this long history of distinction, in recent years, considering the interdependence of people and nations in the 21st century, insufficient attention has been paid to international studies and international engagement at Cornell. This is not to say that we have failed to make progress in many areas. Cornell is still widely respected as an international powerhouse and is a magnet for students and scholars from scores of countries each year. Faculty excel in work involving every continent, and in both developed and developing countries.

But the world of university-based international studies and engagement is changing, and Cornell must respond aggressively or risk being left behind. More important, without a clear and strategic vision of its international role, Cornell faculty, students and staff risk becoming less relevant globally at just the time when challenges such as global climate change, nuclear proliferation, infectious diseases, trade regulation and many others require international collaboration and when all of us need the skills to live and work effectively across cultures and national borders. Internationalization is not and should not be an end but a means by which to focus selected areas of Cornell excellence in education, discovery and engagement.

This white paper represents a personal view of Cornell's past, present and potential future role in international studies and engagement. It is not meant to be comprehensive, but it is meant to sound an alarm that the entire worldwide Cornell family needs to heed in order to maintain and enhance one of the defining characteristics of this institution. I believe there is some urgency in the need to confront these challenges, and in this paper I include a call for expeditious planning across the institution and also indicate the need for immediate action in a few specific areas.

The Climate for Internationalization at U.S. Universities

There is growing recognition on university campuses across the world that internationalization is important in every aspect of higher education. If we are to educate students for global citizenship, we must offer them language study, an understanding of history and of cultures beyond their own, and meaningful international experiences. We must equip them to live and work in a world whose chief problems transcend national boundaries.

Although many U.S. colleges and universities have long emphasized international education and research, the recently sharpened focus on internationalization has arrived at a challenging time. University resources nationwide declined along with the global economy starting in 2008. Federal and state governments have retreated from funding education in general as well as specific programs like the Fulbright-Hays program and National Resource Centers. On many campuses language programs and library collections and staff have suffered deep cuts in resources. And, after September 2001, movement across borders in many areas became more difficult.
Against this background, here are a few national trends in internationalization efforts. These trends are in addition to the very robust faculty-initiated research interactions among U.S. scholars and their counterparts in universities worldwide. Cornell has hundreds of such interactions.

**International Experiences**

U.S. student participation in traditional study abroad and other kinds of international experiences has, according to the Institute for International Education, more than doubled over the past decade. The number of U.S. students studying abroad fell slightly in 2008–2009 after rising steadily since about 1990. This reflects a decline in short-term study (summer, January term, or eight weeks or less during the academic year); students going for longer periods increased slightly. As noted below, Cornell lags other U.S. institutions in the rate of student participation in international experiences and clearly needs to improve.

**Joint and Dual Degree Programs**

This model involves establishing joint programs with colleges in the host country—often with provision for students from both institutions to spend time on each other’s campuses. In joint or dual degree programs, the U.S. university typically works closely with the partner institution in the host country, toward immediate delivery of enhanced postsecondary education in the host country while at the same time working to increase the partner institution’s—and therefore the country’s—internal capacity to deliver higher education. In addition to dual and joint degrees, such partnerships can include faculty mentoring in the host country, development of research capacity or other goals. As of 2008, 38% of U.S. graduate schools had at least one joint or dual degree program with international universities (up from 29% the previous year), and 31% planned to start one in the next two years, according to the Council of Graduate Schools.

Both joint and dual degree programs have advantages but significant challenges as well. Joint degrees can be particularly problematic. Any changes in these offerings at Cornell should reflect strong faculty commitment and long-term capacity.

**Establishment of Campuses Abroad**

In this model of internationalization of higher education, the complete curriculum is set up by the U.S. university, and the faculty are hired by and work within the faculty of the parent school. Tuition paid by students from the host country and other funds from the local or national government flow to the U.S. university, often with subcontracts or other funds channeled back to the host country in order to purchase goods and services locally. Specifics vary from partnership to partnership, but a common basic precondition is budget neutrality or better for the U.S. university.

This arrangement certainly increases the availability of education and services in the host country. This approach does not by itself increase the capacity of universities in the host country to deliver education and to perform needed research. The intention is that such capacity will develop over time, as graduates of these institutions become the next generation of leaders within their own countries. A common concern with this approach is
the assumption that the U.S. university model can function appropriately in other cultures with only minimal modifications.

The number of international branch campuses has increased substantially in recent years. Nearly 80% of international campuses, about half American, have opened in the last decade.

Cornell has been at the forefront in establishing complete international campuses, having opened Weill Cornell Medical College–Qatar in Doha, part of the ambitious project of Education City, over a decade ago. Although this campus is very successful and Cornell is frequently approached to consider opening other campuses in a variety of fields and locales, I do not believe that it is in the near-term interest of the institution to establish more such campuses in the next five years. However, Cornell should consider establishing additional significant strategic partnerships as well as offices in a few strategically important cities.

Examples of Current International Programs at Cornell

Below I highlight a few examples of Cornell’s international programs to give a sense of the scope of our efforts. In the context of Cornell’s broad excellence in international studies and engagement—in Ithaca and nearby Geneva, in New York City, Washington, Rome, and elsewhere—these choices by no means imply that programs not mentioned are less worthy.

Einaudi Center for International Studies

The Mario Einaudi Center for International Studies catalyzes and supports activities that advance international studies at Cornell. Founded in 1961 to stimulate, support and coordinate Cornell’s far-flung research, teaching and outreach with an international focus, the Einaudi Center is the umbrella organization for 18 interdisciplinary programs across the university. The center’s mission continues to evolve as it takes over functions from other units of the university, such as the Fulbright Program and the cross-college undergraduate concentration in international relations, provides international travel grants for graduate students as well as seed and small grants for faculty, and serves as an incubator for new initiatives.

Area Studies Programs. According to federal enabling legislation, —area studies‖ means —a program of comprehensive study of the aspects of a world area’s society or societies, including study of history, culture, economy, politics, international relations, and languages.‖ Area studies programs transcend traditional academic, professional and national boundaries. Area studies faculty are drawn from the traditional liberal arts and from applied disciplines, with the goal of promoting the teaching of languages, history, culture and politics, offering undergraduate concentrations and graduate minors, and making expertise and research available worldwide, particularly through the advanced training of area scholars.

Among many area studies programs at Cornell, three—the Southeast Asia Program (SEAP), South Asia Program and East Asia Program—are Title VI/National Resource Centers (NRCs). The Southeast Asia Program is the oldest continuously supported NRC in
the United States. It is nationally prominent in promoting advanced foreign language training, area and international knowledge in the liberal arts and applied disciplines focused on Southeast Asia (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand and Vietnam). SEAP also offers outreach to regional K-12 and post-secondary schools/teachers, and is known for its academic publications focused on the region. It supports the Cornell University Library’s Echols Collection, the largest library collection of its kind in the world.

**International Relations Minor.** Cornell offers dozens of courses in many departments and several colleges that provide a strong grounding in the international relations field, including courses in government, economics, history, rural sociology, modern languages and linguistics, international comparative labor relations and others. The international relations minor, offered through the Einaudi Center, is open to undergraduates enrolled in any of Cornell’s seven undergraduate colleges.

**Clarke Program in East Asian Law and Culture**

The Clarke Program brings a broad interdisciplinary and humanistic focus to the study of law in East Asia. It prepares Cornell law students for the complexities of international legal practice by providing them with a richer and more subtle understanding of Asian legal systems. It aims to foster new levels of collaboration between legal scholars and scholars in other disciplines with interests in East Asia. The program also seeks to train a new generation of scholars in the United States and Asia.

**Cornell International Institute for Food, Agriculture and Development (CIIFAD)**

Established in 1990 with partners in Africa, Asia and Latin America, CIIFAD initiates and supports projects that contribute to improved prospects for global food security, sustainable rural development and environmental conservation around the world. Its initiatives include the System of Rice Intensification, Integrative Graduate Education and Research Traineeships focused on food systems and poverty reduction, an agricultural program in Zimbabwe, and Student Multidisciplinary Applied Research Teams that assist organizations in developing countries.

**Durable Rust Resistance in Wheat**

Cornell leads a global project to combat a deadly wheat pathogen that poses an imminent threat to global food security, particularly in the poorest nations of the world. Funded by the United Kingdom’s Department for International Development and the Bill & Melinda Gates Foundation, the project involves partnerships with national and international research centers and laboratories, universities, and scientists and farmers from more than 40 countries.

**AguaClara**

AguaClara is a program in civil and environmental engineering that is improving drinking water quality through innovative research, knowledge transfer, open source engineering and design of sustainable, replicable water treatment systems. Cornell students have developed a cost-effective technology that provides water that meets US
Environmental Protection Agency standards without requiring electricity. The first AguaClara plant began producing clean water for the Honduran community of Ojojona in 2007. Since then, full-scale municipal plants have been added in four other areas. Among the program’s goals is the expansion of operations in the developing world beyond Honduras. Those working on the project, both graduate students and undergraduates, can receive course credit for their involvement.

Global Health Programs

NIH Fogarty International Center. With the support of an NIH Fogarty International Center grant and university funds, a multidisciplinary undergraduate, professional and graduate curriculum has been developed by six Cornell colleges: Weill Cornell Medical College, Human Ecology, Engineering, Veterinary Medicine, Arts and Sciences, and Agriculture and Life Sciences. For undergraduates, Cornell offers an interdisciplinary global health minor, including field experience abroad. For Weill Cornell medical students, global health has been integrated into the curriculum and international electives have been strengthened. A global health track has been added to the MS program in clinical epidemiology and health services research.

Weill Cornell Medical College–Qatar (WCMC-Q). Established in 2001 as a joint venture between Cornell University and the Qatar Foundation, WCMC-Q is the first medical school in Qatar and the first institution to offer a U.S. MD overseas. It offers an integrated program of pre-medical and medical studies leading to the Cornell University MD degree. Teaching is by Cornell and Weill Cornell faculty, including physicians at Hamad Medical Corporation who hold Weill Cornell appointments. WCMC-Q has graduated four MD classes, the largest being the 31-member Class of 2011, which included graduates from 16 different nationalities. The WCMC-Q premedical program can accommodate 60 students per year, and the Foundation Program prepares students for the pre-medical program with intensive English, math and science courses.

Joint and Dual Degree Programs

The Cornell School of Hotel Administration’s master of hospitality management degree is offered jointly with Nanyang Technological University in Singapore. Students in this program can apply to spend the entire 12 months of their program on Cornell’s Ithaca campus or to spend six months each in Ithaca and in Singapore. Students who opt for the two-campus program receive joint degrees granted by both institutions and signed by both university presidents. In addition, Cornell offers a dual degree program in food science with Tamil Nadu Agricultural University in India and a dual degree in law with partner universities in Europe.

Current Statistics on International Students and Scholars at Cornell

As of fall 2011, Cornell’s Ithaca campus enrolled over 3800 international students, about 18% of our total enrollment and the highest percentage in a decade. International students accounted for 9% of our undergraduates, 24% of professional students (Law, Johnson School, Veterinary Medicine), and about 42% of our graduate students. These international students represent more than 120 countries, with China (1024), South Korea (540), Canada (505), India (477) and Singapore (102) the most common countries of origin.
In November 2011, the Institute of International Education released a report that places Cornell among the top 25 campuses with the most international students.

At Weill Cornell Medical College, there are currently five MD students from four countries (Canada, Mexico, Japan and Greece) while the Weill Cornell Graduate School of Medical Sciences enrolls 32 international students from 12 countries out of 62 students in the 2011 entering class. In addition, 644 international students applied to Weill Cornell Medical College for a clinical elective through the Office of Global Health Education, and 152 of them were placed in an elective of their choice.

Some expected and some disconcerting trends are evident in the Ithaca data: not surprisingly, the number of students from both East and South Asia has increased dramatically, especially since 2005, but the number of Africans has been essentially level since 1996. Far fewer students from Europe, Oceania, Latin America and the Caribbean have enrolled since 1996. Since 2007, the number of students from the Middle East has increased, but current numbers still are lower than those in 2000. These fluctuations have many causes, but availability of financial aid at both the undergraduate and graduate levels is important. An encouraging trend is that several emerging economies are investing in graduate education and undergraduate exchanges, which likely will increase the number of students from China, India, Brazil and Indonesia at Cornell.

Recent Evidence of Slippage in Cornell's International Activities and Standing

Title VI Grants (National Resource Centers) and Area Studies

The de-emphasis of area studies as a national priority has been detrimental to the vitality of area studies programs at Cornell and nationally. Recent cuts in Department of Education funding for NRCs have added further urgency to rethinking the role of area studies at Cornell.

As mentioned above, currently Cornell has three National Resource Centers: East Asia, South Asia, and Southeast Asia. In the past we have had as many as six. The Institute for European Studies recently lost its status as an NRC, as did the Latin American Studies Program. Cornell also has four Foreign Language and Area Studies fellowship programs (in the three Asian areas and European Studies). Following is a sampling of other universities with NRCs and FLAS programs.

<table>
<thead>
<tr>
<th>University</th>
<th>NRCs</th>
<th>FLAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. of Wisconsin</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>U. of California, Berkeley</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Indiana U.</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>U. of Washington</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>U. of Illinois</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Columbia</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>U. of Michigan</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Yale</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Harvard</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>U. Penn.</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Ohio State</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
Faculty Attrition: Recent and Expected

Cornell has suffered numerous faculty retirements and losses in international studies in recent years for a variety of reasons, with some areas harder hit than others. Moreover, as is the case for the faculty and staff in general, additional retirements are on the horizon. Faculty renewal in international studies and international engagement is a critical need if Cornell is to enhance its stature in the most strategic international areas.

International Experience Statistics

About 27% of Cornell students earn academic credit for international experience at some point in their Cornell careers. According to Open Doors 2011, a report of the Institute for International Education, at least 40 U.S. doctoral institutions have higher undergraduate participation rates than Cornell. Of this group, 14 have participation of 50% or more, including Dartmouth, Yale, Georgetown, Tufts and Notre Dame. Many smaller institutions send a higher proportion of their students abroad. At least 24 institutions (most of them small) send more than 70% of their students abroad at some point during their undergraduate careers.

According to Open Doors 2011, the leading fields of study for U.S. students studying abroad are the social sciences (22% of those studying abroad), business and management (21%), humanities (12%), fine or applied arts (8%), physical/life sciences (8%), foreign languages (6%), health professions (5%), education (4%), engineering (4%), math/computer science (2%) and agriculture (1%).

Cornell’s fee for study abroad, which to my understanding is the highest in the country and more than twice as high as that of any of our Ivy peers, is a significant impediment to study abroad. In 2009–10 and 2010–11, the administrative fee was nearly $5,000, approximately 70% of which was used for financial aid for students studying abroad. While the current financial aid for those eligible is generous, the administrative fee, even at the 2011–12 rate of $3995, makes international experience unaffordable for many, particularly for New York State residents in the contract colleges who do not qualify for financial aid. Cornell needs to take a fresh look at international experiences and to achieve higher participation.

The Future of Internationalization at Cornell: The Urgent Need for a University-Wide Dialogue and Plan

There is an urgent need for an expeditious university-wide discussion and plan for the future of internationalization at Cornell. This plan should be faculty-led and the faculty appointed by the provosts jointly, including scholars from both Ithaca and WCMC campuses.
The group should be charged by the president early in the 2012 spring semester and asked to report by the end of that semester. Topics to be considered in the plan should include all those raised in this white paper as well as others identified by the group.

While a thoughtful, full consideration of the future of internationalization at Cornell by its faculty is the *sine qua non* of a robust, sustainable plan, recent attempts at planning have failed to produce the needed guidance in some urgent areas. While awaiting the deliberations of the planning group, I believe we need to move forward immediately on the following changes.

**Priority #1: Partnership in Strategic Faculty Recruitment**

We have a particular need to hire faculty in international studies and international engagement, especially in view of faculty we have already lost and expect to lose to retirement. For example, of the 70 faculty designated as International Professors in the College of Agriculture and Life Sciences, 20 already have emeritus status and another 20 are in their sixties. Similar trends exist in other colleges with strong international programs.

The International Professor designation, mostly in the contract colleges in Ithaca, could be considered for expansion across the university. Regular meetings, both physical and virtual, of International Professors would inform Cornell’s international community of new initiatives and opportunities, help coordinate the university’s international course offerings, and identify faculty positions essential to international programs.

Although I am fully supportive of the long and very successful authority given to departments and colleges in faculty recruitment, the provosts should play a larger than usual role in identifying the areas of greatest need and should supply financial incentives to hire such faculty. Specifically, the provosts, in partnership with the deans in Ithaca and department heads at Weill Cornell Medical College, should enunciate specific goals for faculty renewal relevant to internationalization. Consideration might be given to scholars who teach and do research on languages and culture and those with an emphasis on problem-solving and capacity-building in the developing world as well as in global health. Cluster recruitment should also be considered.

**Priority #2: More, and More Effective, International Experiences for Students**

Cornell needs affordable opportunities for students to have at least some international experience, whether through Cornell Abroad, other overseas study programs, well-designed internships or service learning. Our goal should be to ensure that no less than 50% of Cornell undergraduates have an international experience by the time they earn their degrees.

Another possible aspiration could be for Cornell to rank among the institutions with the highest percentage of graduating seniors in the U.S. who have an intensive international experience; these students could be those who have spent three months or more living in another country, who are competent in at least one language other than English, or who join the Peace Corps or similar global service organization after graduation. A mechanism for achieving that goal might be to expand the Einaudi Center’s successful graduate research travel grants program to undergraduates who intend to carry out research abroad, with
preference given in appropriate fields to students working within the subject area of a faculty member’s research.

Also needed is a reorganization of the Cornell Abroad office, coupled with a new financial model and introduction of more Cornell-led initiatives. The provost in Ithaca may wish to appoint a specific task force to investigate best practices elsewhere and make recommendations for restructuring international experiences and financial aid for students studying abroad. International experience is only one mechanism for better preparing global citizens and should be coupled with an increased emphasis on the study of languages and cultures across the undergraduate curriculum.

Priority #3: Access to Cornell for International Students with Financial Need

An increase in international students would greatly benefit all our students as we seek to prepare them to live in a multicultural world. But need-based undergraduate financial aid for international students is extremely limited, and we need more focused resources in this area. Some progress on aid for international students is being made in the current philanthropic campaign, but a greater emphasis is required.

Priority #4: Newly Conceptualized Institution-Wide Academic Leadership in International Studies and Engagement

In the finest tradition of academic decentralization that has served Cornell so well for nearly 150 years, the senior university leadership has limited ability to effect change in our international efforts. However, some enhanced coordinative function will be necessary to achieve the goals of a new era of internationalization at Cornell. The Ithaca provost should in particular consider recasting the vice provost for international relations as a new position with responsibility for a wider portfolio.

What could be considered is a centralized unit that is strongly integrated with college programs and with the efforts of the senior vice provost for research, graduate school dean and vice provost for undergraduate education to administer Cornell’s international education and research programs in order to reduce duplication, ensure uniform interpretation of pertinent policies and improve the academic quality of international experience programs.

In addition, an international advisory board that includes Cornell alumni, representatives of the diplomatic and development communities, the private sector and academics could provide guidance on the design, implementation and assessment of Cornell’s international programs.

Priority #5: Seed Resources

In order to encourage significant progress on internationalization at Cornell, I call on the provosts and deans of Cornell’s campuses to allocate some additional funds for these priorities and for other international initiatives. In particular, including funds I will allocate from a modest discretionary pool available to the president, I suggest the Ithaca campus provost allocate additional resources for a total of $15 million over the next five years for renewing Cornell’s commitment to being international in both scope and aspiration. We will
also increase substantially the international component of the current philanthropic campaign.

Conclusion

Cornell University has a long, distinguished and proud tradition of excellence in both international studies and international engagement. However, there is evidence of slippage of the quality and focus of international programs. Expeditious establishment of a small, respected intercampus planning group is imperative, as is action on the priorities listed above, to strengthen our international programs for the future.
Appendix B  Task Force Membership, Charge and Approach

Task Force Membership

Christopher B. Barrett
Stephen B. and Janice G. Ashley Professor of Applied Economics and Management
Charles H. Dyson School of Applied Economics & Management
College of Agriculture & Life Sciences, and
Professor, Department of Economics (College of Arts & Sciences and School of Industrial and Labor Relations)

Tsuhan Chen
David E. Burr Professor of Engineering
Director, School of Electrical and Computing Engineering
College of Engineering

Madelon L. Finkel
Professor of Clinical Public Health
Director, Office of Global Health Education
Weill Cornell Medical College

Peter J. Katzenstein
Walter S. Carpenter, Jr. Professor of International Studies
Department of Government
College of Arts & Sciences

Sarosh Kuruvilla
Professor, Industrial Relations, Asian Studies and Public Affairs
Chair, Dept. of International & Comparative Labor
Chair, ILR International Programs
School of Industrial & Labor Relations

Fredrik Logevall
John S. Knight Professor of International Studies and Professor of History
Director, Mario Einaudi Center for International Studies

Susan R. McCouch
Professor of Plant Breeding and Genetics
Department of Plant Breeding and genetics
College of Agriculture & Life Sciences
Rebecca Stoltzfus  
Professor and Director  
Program in International Nutrition & Program in Global Health  
Provost's Fellow for Public Engagement  
Division of Nutritional Sciences  
College of Human Ecology

Chantal Thomas  
Professor of Law  
Law School

Alfonso Torres (Chair)  
Professor and Associate Dean for Public Policy  
College of Veterinary Medicine

The members of the Task Force for Internationalization (TFI) met frequently with staff support from the Office of the Vice Provost for International Relations. In addition, the TFI Chair was in frequent contact with the provost and the vice provost for international relations through the deliberations and preparation of the report. Ideas for discussion were gathered through individual meetings of the TFI chair with each member of the TFI as well as with a large number of university administrators and senior faculty in several colleges. The TFI also had access to a large number of reports and studies from several other institutions of higher learning regarding their own efforts in enhancing and promoting internationalization within their institutions.

The Chair and members of the TFI are very appreciative for the support and collaboration received from Provost Kent Fuchs, Vice Provost for International Relations Alice Pell, and from a large number of faculty members and staff that provided valuable information for the TFI deliberations. We are particularly indebted to Ms. Linda Schmidt who provided extraordinary clerical assistance in taking detailed meeting notes and organizing the access and distribution of a large number of documents. Finally we thank Ms. Amanda Kittelberger for her assistance in the final editing of this report.

Task Force Charge

The Taskforce was charged to deliver recommendations in three broad areas:

Program Priorities. Identify a few enabling and emerging areas of international studies and international engagement that have a strong potential for growth and impact. Both enabling and emerging areas should be included in the report to permit balance between efforts that merit on-going focus and new forward-looking initiatives.
Budgetary Priorities. Provide specific suggestions on how the additional financial resources made available for these initiatives should be used. In his white paper, President Skorton proposed providing an additional $15 million in discretionary funding from the central administration over the next five years for new international initiatives, in addition to funds that will be invested by colleges and schools and the current campaign goals.

Faculty Renewal. Provide recommendations on how to ensure that the future needs of Cornell’s important international programs are considered as the university hires replacements for the many professors who will retire in the next few years. What process should be used to identify important areas for faculty recruitment and what measures are needed to ensure that the university successfully recruits faculty needed to strengthen strategic programs in international studies and engagement?

Task Force Approach

Since the terms “internationalization” and “globalization” are frequently used interchangeably, for the purpose of this report we define internationalization30 as a commitment, confirmed through actions, to infuse international and comparative perspectives into the university’s teaching, research, and engagement activities. Internationalization is more than just the availability of international studies or of international engagement activities. It is a part of the ethos and vision for our future as we bring the world to Cornell and Cornell to the world.

In approaching its task the TFI was faced from day one with the challenge of reconciling the vision of internationalization expressed in the president’s white paper and the expected impact of an enhanced internationalization effort across the university, with the reality of a highly decentralized, at times fragmented, organizational infrastructure. Throughout its deliberations the committee has tried to build on this specific institutional characteristic of Cornell. As a large research university, which operates several campuses in the United States and abroad, the most effective structures will organize and coordinate the university’s amazingly broad range of international activities. The task is to create network structures with a light footprint that enable and support existing activities and help create new ones. Such structures should facilitate linkages among an internationally engaged student body, creative faculty, supportive college leadership, and central university administration. These network structures do require adequate levels of funding coming not just from faculty-led grants and contracts, but also from college and central university funds.

The TFI chose to focus its attention on general issues rather than specific programs with an explicit geographic or specific thematic focus. We leave such discussions and evaluations for future deliberations by the individuals, groups or organizations suggested in this report as overseeing the implementation of the recommendations. Since the TFI was unable to review data on the relative importance of the university's international learning and engagement activities (funding, student participation, faculty involvement, etc.) it restricts its recommendation to a five year period covered by the President’s Internationalization Fund.
Appendix C  Global Health Initiative at Weill Cornell Medical College

Weill Cornell Medical College (WCMC) is Cornell’s only college with an established branch outside the U.S. – Weill Cornell Medical College in Qatar – solidifying the college’s reputation as a medical school with an international scope and placing WCMC in a unique position at Cornell with regards to transnational education.

An acknowledged leader in global health, WCMC has numerous clinical and educational programs on six continents. WCMC partners with medical schools and hospitals around the world, and research collaborations are ongoing with partners in Brazil, Haiti, India, Peru, Tanzania, among other countries. Today, global health is an integral component of the medical school’s mission with a focus on education, clinical experience, and research.

International Educational Programs
http://weill.cornell.edu/globalhealth/education/
WCMC’s educational program includes a global health perspective and provides the opportunity for faculty-student mentorship, fieldwork, and independent study. The college offers programs for Weill Cornell medical students, visiting international medical students, graduate and post-doctoral students, and clinical residents and fellows. The Office of Global Health Education provides WCMC students with counseling about study opportunities abroad, explores affiliations with colleges and programs internationally, and builds endowment funding to permit any student wishing to take an international elective to do so. The medical college is one of only a few schools committing funds to make medical student educational experiences abroad available to all students. Over 40% of the graduating class takes an international elective, and 23% of the first year students go abroad during the summer between the first and second year. Annually, over 750 applications are received for 160 elective rotations awarded to visiting international medical students.

Clinical International Educational Programs
http://weill.cornell.edu/globalhealth/major-initiatives/
The Center for Global Health, funded by NIH grants, focuses on service, training, and research to address health problems disproportionately affecting the resource poor. This includes educational and clinical programs at the Weill Bugando University College of Health Sciences and at Bugando Medical Center, GHESKIO (Groupe Haitien d’Etude du Sarcome de Kaposi et des Infection Opportunistes), and the Federal University of Bahia’s School of Medicine and the Oswaldo Cruz Foundation/Brazilian Ministry of Health in Salvador, Brazil.

Global Health Curriculum
http://weill.cornell.edu/globalhealth/education/weill-cornell-medical-students/curriculum/
The global health electives curriculum exposes medical students to the interdisciplinary field of global health, providing them with opportunities and knowledge to engage with resource-poor communities in the United States and abroad. Three courses - Introduction to Global Health, Preparation for Service in Resource-Poor Settings, and Clinical Skills for
Resource-Poor Environments - are presented in 1st year and 4th year. Over 40% of first year students complete the introductory course in the fall term.

Global Health Grand Rounds
http://weill.cornell.edu/globalhealth/education/gh_curriculum/grand_rounds/
Global health grand rounds is presented monthly from September through April. Leaders in the field give a formal lecture open to the Weill Cornell community and the general public. Speakers meet with interested students following the lecture.

Plans for the Future
The Office of Global Health Education and the Center for Global Health continue to build partnerships around the globe. New programs in Vietnam, China, Honduras, and Colombia are being planned. Expansion of programs in Tanzania and Haiti are being considered. The Global Health Concentration for WCMC medical students is being formed and will be integrated into ongoing curriculum reform.

One area that has not received much attention relates to better collaboration with colleagues on the Ithaca campus. Interdisciplinary collaboration in specific geographic areas of mutual interest should be pursued. Joint projects with the Colleges of Veterinary Medicine, Agriculture and Life Sciences, Engineering, and Human Ecology, for example, should be seriously explored.
Appendix D  Model for a Certificate Program in International Engagement

Certificates in international engagement are available at other academic institutions to both undergraduate and professional students. While there are several variations in their requirements, most certificate programs include:

- Demonstration of language proficiency in at least one foreign language through successful completion of language courses, or through testing.
- Successfully completion of a minimum requirement of credit hours (at a level lower than required for a minor) in international studies beyond the requirement for their own major.
- Completion of a minimum of ten (10) weeks of active international engagement in a foreign country.
- Approval of a reflective learning paper for discussion resulting for the international experience with a faculty mentor and advisor.

Upon satisfactory completion of these requirements, students will receive a certificate at the time of graduation with their right to wear a special graduation stole or a unique honor cord to visually highlight their internationalization accomplishment.
Appendix E  
Advanced Recommendation on Language Programs at Cornell

From its founding in 1865, Cornell has offered instruction on a wide array of foreign languages. During and after World War II, the university played a pioneering role in the teaching of modern foreign languages in addition to the ancient languages of classical civilization, significantly contributing to the postwar expansion of instruction in modern languages serving the U.S. strategic interests. As late as 2009, Cornell ranked ninth in the country among peer research universities in terms of the breadth of its language offerings. This ranking is under serious threat, however, as a result of recent and expected cuts in foreign language programs arising from the financial crisis as well as the reductions of federal funding for languages to area studies programs.

The implications of this retrenchment are major, because any serious effort at internationalization at this or any other research university must include a robust and well-developed language program. The command of foreign languages is crucial for many fields of study and, more broadly, for full citizenship in our interconnected modern world. More and more, foreign-language competence is also imperative for the careers that many Cornell students will seek upon graduating, whether in business, or law, or engineering, or education, or health care. The university should give priority to the teaching of foreign languages, and to make it possible for undergraduate and graduate students to pursue language study, regardless of their course of study.

A more comprehensive analysis of language studies at Cornell is outside the scope of the Task Force for Internationalization. Accordingly, the task force urges the appointment of a separate committee on language studies that would undertake such exploration. Members would include representatives of key stakeholders—the departments in A&S that teach language courses, including those offering so-called Less Commonly Taught Languages (LCTLs); area studies programs that play a significant role in maintaining certain languages; departments for whom language training is critical, such as development sociology, linguistics, and anthropology; and the Language Resource Center. In addition to assessing the current state (organizational structure and oversight, departmental homes for languages, language houses, and burden of costs) and future trajectory of Cornell’s language programs, the suggested committee could also consider methods to track trends in language enrollments over time in order to better understand patterns of student enrollment. Currently, there is no unit on campus that systematically collects such information.

Respectfully submitted on behalf of the entire membership of the Task Force for Internationalization,

Alfonso Torres  
Professor and Associate Dean for Public Policy  
College of Veterinary Medicine  
Chairman, Task Force for Internationalization

Ithaca, NY August 14th, 2012
The Cornell-in-China Committee established by Vice Provost Alice Pell last Fall recommends that Cornell establish 1) “consulates” in Beijing, Shanghai, and perhaps Hong Kong, 2) a competitive grants program to support innovative approaches to the education of Cornell students in China, and 3) a standing committee designed to gain the maximum leverage from the University’s China-related activities.

For purposes of cost, convenience, and especially academic development, each of the consulates should be located in or near space currently occupied by one of our programs at a university in each city. The consulates would be responsible for basic administrative business that it is in the University’s interest to see handled in a uniform fashion. Basic business includes such infrastructural matters as 1) visas, 2) health insurance, 3) risk management, 4) emergency contacts, 5) common interview rooms, 6) arrangement of housing for students and faculty, 7) promotion of a Cornell education for Chinese students as well as preliminary evaluation of English-language skills, 8) aid with work permits and job placement for current students and recent graduates, and 9) routine assistance and advice. In other words, these are activities that on the Ithaca campus generally fall under the category of Student Services or the International Students and Scholars Office, and are duplicated, sometimes not very effectively, in many offices across campus. The consulates would also provide a platform for cross-college coordination and for further expansion. They would report to a person or unit on the Ithaca campus designated by the Vice Provost for International Relations.

The competitive grants program is designed to encourage short-term experiments that could lead to an expanded Cornell presence in China. Expansion would certainly entail A) more students, going in both directions; B) more faculty members (including bidirectional scholarly exchanges); C) recruitment of top Chinese undergraduate students to Cornell doctoral programs, to provide a more attractive research environment for prospective faculty members (especially important to Engineering and CIS); D) increased income through providing services or education, in Ithaca or China (currently most notable in the Johnson School and College of Veterinary Medicine); and E) connection with local alumni, perhaps including the creation of either consulate-based advisory boards or a single national such board; alumni might help with student projects, service and experiential learning, and internships, as well as with funding.

---

31 A Committee Report Submitted to Provost Kent Fuchs and Vice Provost Alice Pell in March 2012

32 See David J. Skorton, “Bringing Cornell to the World and the World to Cornell: A Presidential White Paper,” January 2012, pp. 18, 21, for the goal of increasing the percentage of Cornell students who study abroad from 25% to 50%.
We were able to develop more detailed suggestions only on the first point ("A"). A central component would be course work in English (or, occasionally, Chinese) in various disciplines for American and Chinese students learning together. This would occur in China, at Cornell, and/or in both places simultaneously through distance learning technologies. It ought also to involve team teaching between Chinese and Cornell faculty. This activity could take place during regular semesters but also during the rest of the year, usually in China—for short courses over Winter Break or coinciding with our June three-week session, and for regular summer school classes, short or long. Part of the funding for Cornell students might come from China. If so, these non-semester programs would be accessible to our many students with financial need. Particularly during the regular academic year, such courses should be coupled with flexible language-learning opportunities, from elementary to advanced. We also recommend more integrated programs connecting undergraduates, graduate and professional students, and faculty. One such model would combine a residential undergraduate program in China with a professional or doctoral one, where the post-graduate students, with specialist interests in China, could pursue their own academic and professional development while serving as quasi-teaching assistants/resident assistants. Such a dual-level enterprise might attract greater faculty participation because it replicates what we do in Ithaca. To make this work, the University needs a funding model and an administrative process that encourage students to study abroad. The simplest approach would be to maintain need-blind aid and to apply average net per capita tuition for the undergraduate population as a whole to the financing of abroad programs, regardless of location, for the number of students who wish to study abroad. Cornell would supplement the resulting shortfall, as we do in Ithaca, primarily from a combination of endowment payout and alumni contributions. In addition, existing exchange or cooperative transfer agreements that offer specialized educational opportunities should be fully utilized. Such programs allow Cornell students to study in participating Chinese universities and an equal number of Chinese students to study at Cornell. Funding is straightforward with participating Cornell students paying Cornell tuition and Chinese students paying tuition at their home universities. The overall goal is to respond effectively to both the urgency and the opportunity of global knowledge production.

Finally, the standing committee would be charged with administering the competitive grants program and evaluating the success of the projects funded as well as of the consulates. We imagine grants of 2-3 years, with the entire program reviewed after 3-5 years. Using as a basis President Skorton's call for an additional $3M per year to be devoted to international studies for each of the next five years, we would hope that 1/5 of that sum, or $600K annually, could be allocated for selective support of these proposals. The evaluations by the standing committee would allow the University to determine where to invest and whether a full University center in China is in Cornell’s interests.

**Concluding considerations.** We should explain why we prefer a gradualist approach to the more ambitious idea of a Cornell-in-Beijing program—the idea the committee was asked to consider. The committee (Appendix 1) met three times in the past few months and exchanged information both orally and in writing about each college’s current programs and immediate aspirations in China (Appendix 2). Roughly 70% of Cornell’s programs are located in the three cities listed above, divided more-or-less equally among them. No location is the focus of as much as one-quarter of Cornell’s activity in China. The advantage of a consulate proposal is that it is something that fits Cornell’s current China profile, and is something we can do soon and relatively inexpensively. This would result in a modest but...
real improvement for our China programs. We also think it likely the new consulates would receive general campus support. The defect of the proposal is its modesty. But implementation of the areas listed above for expansion, through the grants program, would not be a modest accomplishment. Moreover, though our involvement with China is likely to grow, there is a sense that the current situation is volatile enough to point in the direction of short-term commitments. In addition, some of our programs in China have been under-enrolled by both students and faculty alike. The problem of faculty engagement is not specific to Cornell. Hence, we should develop confidence that we can do what we want to do on a small scale before committing to a major investment. Finally, there is the question of cost. Even the intermediate and experimental steps proposed above cannot all be implemented for anything close to our notional $600K per year. How much more would a center cost? The new budget model introduces an additional variable. Finally, there is the question of how tuition will be handled. Who gets the money—the central administration, the colleges, or the students (through lower costs)? All of these uncertainties, then, have led us in the direction we have taken.
Appendix G  Current Internationalization Activities and International Sites with Active Cornell Presence (Partial List)

Centers Currently Reporting to the Vice Provost for International Relations

A. Cornell Abroad
   https://www.cuabroad.cornell.edu/

B. Cornell International Institute for Food, Agriculture and Development (CIIFAD)
   http://ciifad.cornell.edu/

C. Mario Einaudi Center for International Studies
   http://www.einaudi.cornell.edu/

1. International Relations Minor
   http://www.einaudi.cornell.edu/activities/irc.asp

2. Area Studies Programs
   a) East Asia (EAP)
      http://www.einaudi.cornell.edu/eastasia/
   b) Institute for African Development (IAD)
      http://www.einaudi.cornell.edu/africa/
   c) Cornell Institute for European Studies (CIES)
      http://www.einaudi.cornell.edu/europe/
   d) Latin American Studies Program (LASP)
      http://www.einaudi.cornell.edu/latinamerica/
   e) South Asia Program (SAP)
      http://www.einaudi.cornell.edu/southasia/
   f) Southeast Asia Program (SEAP)
      http://www.einaudi.cornell.edu/southeastasia/

3. Thematic Programs
   a) Comparative Muslim Societies Committee (CMSC)
      http://www.einaudi.cornell.edu/ccms/
   b) International Studies in Planning
      http://www.aap.cornell.edu/crp/programs/
   c) International Political Economy (IPE)
      http://ipe.einaudi.cornell.edu/
   d) Judith Reppy Institute for Peace and Conflict Studies
      http://www.einaudi.cornell.edu/peaceprogram/
   e) International Programs at the Law School
      http://www.lawschool.cornell.edu/international
   f) International Business Education Program
4. Development Studies Programs
   a) Comparative Economic Development Program
      http://www.arts.cornell.edu/econ/seminars/development.html/
   b) Cornell Food and Nutrition Policy Program
      http://www.cnpp.cornell.edu/
   c) Cornell International Institute for Food, Agriculture and
      Development
      http://ciifad.cornell.edu/
   d) Global Health Program
      http://www.human.cornell.edu/dns/globalhealth/about/index.cfm
   e) Population and Development Program
      http://www.einaudi.cornell.edu/pdp/
   f) International Programs in the College of Agriculture and Life
      Sciences (IP/CALS)
      http://ip.cals.cornell.edu/home/about.cfm

5. Other Programs:
   a) Cornell International Education Network (CIEN)
      http://einaudi.cornell.edu/CIEN

Other International Activity Center/Programs

1. Avon Global Center for Women and Justice at Cornell Law School
   http://www.lawschool.cornell.edu/womenandjustice/index.cfm
2. Berger International Legal Studies Program
   http://www.lawschool.cornell.edu/international/index.cfm
3. Clarke Initiative for Law and Development in the Middle East and North Africa
   http://www.lawschool.cornell.edu/international/clarke-initiative/index.cfm
4. Clarke Program in East Asian Law and Culture
   http://www.lawschool.cornell.edu/international/clarke_program/index.cfm
5. International Programs in the College of Agriculture and Life Sciences
   http://ip.cals.cornell.edu/
6. Eco-Agriculture Working Group
   http://ecoag.cals.cornell.edu/index.html
7. Transnational Learning
   http://www.ctl1.com/
8. Africana Studies and Research Center
   http://asrc.cornell.edu/
9. Center for Sustainable Global Enterprise
   http://www.johnson.cornell.edu/Center-for-Sustainable-Global-Enterprise.aspx
10. Collaborative Crop Research Program
    http://mcknight.ccrp.cornell.edu/
11. David R. Atkinson Center for a Sustainable Future
    http://www.sustainablefuture.cornell.edu/
12. Cornell Institute for Public Affairs
http://www.cipa.cornell.edu/

13. Program in International Nutrition
   http://www.nutrition.cornell.edu/che/DNS/academic/intnutrition.cfm

14. United Nations University at Cornell
   http://www.unu.human.cornell.edu/index.cfm

15. Weill Cornell Medical Center – Global Health
    http://www.weill.cornell.edu/globalhealth

16. Global Labor Institute (GLI)—(ILR)
    http://www.ilr.cornell.edu/globallaborinstitute/

17. Cornell University International Students and Scholars Office (ISSO)
    http://www.isso.cornell.edu/

18. Engaged Learning + Research
    http://www.engaged.learningresearch.cornell.edu/

19. Cornell Commitment—Administration
    http://www.commitment.cornell.edu/

20. International Workspace Studies Program (IWSP)—Dyson School
    http://iwsp.human.cornell.edu/about.php

21. Alumni Affairs & Development – International Programs
    http://www.alumni.cornell.edu/participate/international/ProgramStaffingandVolunteerLeaders.cfm